



Ministry  
of  
Education  
Ontario

Hon. Bette Stephenson, M.D., Minister  
Harry K. Fisher, Deputy Minister

## SENIOR DIVISION

**Bottle Babies.** Peter Kreig, West Germany, 1976. 16 mm, colour, 26 min. Distributed by DEC Films. Also available for rent from CUSO.

This documentary on the controversy over proper baby feeding methods in the Third World shows action groups attempting to develop public awareness.

**All in the Same Trench.** Film Australia, 1977. 16 mm, colour, 15 min. Distributed by Viking Films. Also available for loan from the Addition Research Foundation. A young Australian woman is isolated in her role as a wife and mother. Her husband is a doctor who has his work and she has to cope with his needs. She has to understand the pressure on him. A doctor gives her advice to help her sleep at night and the film focuses on the decisions related to her life and her role.

This is a contemporary, interesting film that contains realistic, candid shots. Uses of the film include discussion, role playing, and the study of role interpretation, the need for parental education, and the importance of decision-making education to long-term goals.

**Women's Educational Center: Women at Work.** Ontario 1950-1970, Toronto: Women's Educational Press, 1975.

This book can be used as a resource in the study of unit 1.

**Eat, Drink and Be Measured.** Editel Productions (for Health and Welfare Canada, Health Education Branch), 1972. 16 mm, colour, 28 min. Available for loan from and distributed by Canadian Film Institute.

This film tells the story of the Nutrition Canada survey (why and how it was done).

**Clark, D. Cecil. *Using Instructional Objectives in Teaching.*** Glenview, Ill.: Scott, Foresman, 1972.

This book is intended to help teachers improve the effectiveness of their teaching. The book is an instructional objective. It is concise, easy to read, and includes an extensive bibliography.

**Style.** Maclean-Hunter Limited, 481 University Avenue, Toronto, Ontario M5W 1A7.

This monthly magazine is the journal of the Canadian retail clothing trade. It can provide students with excellent consumer information.

**Baratta-Lorton, Mary. *Workbooks.*** Reading, Mass.: Addison-Wesley, 1972.

A collection of activities designed for children from which the child may draw generalizations. Each activity described is accompanied by a description of the materials required, a procedure for introducing the materials to the child, and ideas for a follow-up discussion. The activities focus around concepts such as perception, sounds, and letters.

The book is interesting and useful to secondary students, because it can help them to develop an understanding of the activities of child-care centres and to design activities for their own young friends and relatives. Materials found around the home may be adapted for some of the procedures.

**All Bottled Up.** Aims Media Films (now Charles Cahill), 1975. 16 mm, colour, 11 min. Distributed by International Tele-Film Enterprises. Also available for loan from Addition Research Foundation.

This animated film describes the problems of a child or adolescent attempting to cope with parental drinking problems. The film gives an action plan for the student: to find other support systems; to act, not react; to learn how to release feelings; and to have the courage to lead one's own life. The student must find him-/herself before trying to cope with an alcoholic parent. Students have frequently chosen this film to bring into the classroom to show their peers.

**Zimmerman, Carl C., and Unnithan, T. *Family and Civilization in the East and the West.*** Atlantic Highlands, N.J.: Humanities Press, 1976.

Zimmerman's theory of family evolution and his thesis that the family constitutes the basic social unit, influencing society and being influenced by it in turn, are the basis of this brief book. The authors compare families, past and present and in Eastern and Western cultures, with particular reference to India and the United States. This book will be useful in a study of units 1, 2, and 5.

**Bratton, Ester Crew. *Home Management Is....*** Lexington, Mass.: Ginn, 1971.

This high-school-level book deals with decisions on the use of resources. Non-prescriptive, it recognizes that alternatives freely chosen may do more to improve the quality of a person's life than may a strict adherence to rules. A teacher's guide and transparency masters are also available.

**Ames, Louise B. *Child Care and Development.*** Philadelphia: J.B. Lippincott, 1970.

This book on child development defines each child as a growing organism exhibiting behavioural changes that follow a pattern. It insists that children can be fun and illustrates many points about the ways in which children grow. Some of the material (e.g., the material on Down's Syndrome) would require updating by the teacher. A teacher's manual is also available.

**Textiles.** The Shirley Institute, Didsbury, Manchester M20 8RX, England.

This textile magazine is published three times a year. It contains articles of interest to teachers and Senior students.

**Armstein, Helene S. *The Roots of Love: Helping Your Child Learn to Love in the First Three Years of Life.*** New York: Bobbs-Merrill, 1975.

The book focuses on feelings and develops the importance of helping a child develop emotionally.

**Adolescent Sexual Conflict: Are We Still Going to the Movies?** Tom Lazarus, 1974. 16 mm, colour, 14 min. Distributed by McGraw-Hill Ryerson.

This film about adolescent sexual conflict includes a scene between a couple who have arrived at a romantic setting with conflicting expectations reflecting conflicting values. The film presents an examination of the father's threat which the girl bargains for and the girl's attempt to maintain her virginity. The conflict is resolved by a series of exchanges of questions which relate to the adolescent's sexual values, communication, and expectations.

**Co-Op Housing: Getting It Together.** Ever Motion National Film Board, 1975. 16 mm, colour.

See the following annotation.

**Family House.** National Film Board (for Canadian Housing Design Council), 1970. 16 mm, colour.

This film provides an analytic treatment of the philosophy of housing. It is composed entirely of photographs and notes. Victorian painting is based on an essay by the distinguished Canadian architect Henry James Carver. The film casts the old-fashioned image of a family home as a symbol of the struggle to live with the realities of today's more transient population. This film is designed to stimulate thought and discussion on housing and town planning.

**Brinkley, Jeanne, and Aletti, Ann. *Altering Ready-to-Wear Fashions.*** New York: Charles Scribner's Sons, 1977.

This book will be useful to use as a resource for students who wish to examine the principles and techniques of altering men's and women's ready-to-wear clothing.

**Africa: The Land of the Masai.** Baileys Films, 1974. 16 mm, colour, 15 min. Distributed by Rinehart and Winston.

This film describes the dependence on the land, the adaptation to the environment, and the family and tribal interdependence of the nomadic Masai, who live in the highlands of East Africa. It can be used to explore cultural differences.

**The House.** Louise Van Gasteren, Holland, 1961. 16 mm, b/w, 32 min. Distributed by McGraw-Hill Ryerson.

This film flashes back and forth through the history of an old house that is being demolished. Out of the fragments grows a mosaic of the lives of the occupants over half a century. The film brings out values related to housing and people.

**Apparel Studies Association of Canada, c/o School of Household Economics, University of Alberta, Edmonton, Alberta T6G 2E2.**

This association provides contacts and the opportunity to communicate with other Canadians interested in apparel. It also publishes a newsletter with information on the behavioural aspects of clothing.

**Child's Play.** Heinemann Educational Books, 1975. Slides, tape, leaflets.

These materials were developed to show how learning takes place through play: how attitudes to play through the ages have changed, and how sounds, stories, and rhymes are important for young children. Also included are suggested learning activities.

**Brett, Katherine B. *Women's Costume in Early Ontario.*** Toronto: University of Toronto Press, 1965. Available from Royal Ontario Museum.

Costumes from the Royal Ontario Museum collection, dating from the period between 1784 and 1867, are illustrated, described, and discussed.

**Deacon, Ruth E., and Firebaugh, Francine M. *Home Management: Context and Concepts.*** Boston: Houghton Mifflin, 1975.

This excellent reference book uses the systems approach to study the managerial activity of individuals and families.

**American Fabric Magazine, eds. *Encyclopedia of Textiles.*** 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

This excellent source book for teachers and for student research covers the entire field of textiles: history, art, design, fibres, manufacturing and finishing processes, dyes, printing processes, and uses.

**These Old Ones: Growing Old in China and Canada.** Development Education in Action, 1976. Slides, audio tape, 28 min.

This montage, designed to question stereotypes about aging, contrasts historical and modern China with Canada from the 1800s to the present.

**Clothing: A Pair of Blue Jeans.** Learning Corporation of America, 1971. 16 mm, colour, 15 min. Distributed by Marlin Motion Pictures.

This film offers many ideas for discussion: the historical, social, and psychological aspects of clothing; textile and garment production; and advertising and economics.

**Alexander, P.R. *Textile Products: Selection, Use and Care.*** Boston: Houghton Mifflin, 1977.

This basic text applies textile information to textile products. An instructor's manual is available.

**Women's Costume in Ontario: 1867-1907.** Toronto: University of Toronto Press, 1965. Available from Royal Ontario Museum.

Garments and accessories in the Royal Ontario Museum collection are illustrated in black-and-white pictures.

**Case Study: Buying a Chesterfield.** Ontario, Ministry of Consumer and Commercial Relations Canada/Consumer and Corporate Affairs, 1978. Leader's guide, case history, quiz, script, resource list.

This package makes excellent application of the small-group process. It will assist group participants to become more aware of their rights and responsibilities in the marketplace and to be more informed about the federal and provincial laws that exist to regulate and control ethical marketing practices.

**Ashton, Thomas S. *An Economic History of England: The Eighteenth Century.*** New York: Barnes and Noble Books, 1972.

This book is a useful background information for use with units 1, 2, and 4.

**The Eight Stages of Human Life: Part 1: Prenatal to Late Childhood.** Part 2: Adolescence to Old Age. Human Relations Media, filmstrip, audio cassette. Available from 175 Toronto Avenue, Pleasantville, New York 10570.

The film provides a picture of Erikson's eight stages of life, integrating related concepts of Freud, Piaget, and Kohlberg. Review questions, discussion questions, and a bibliography and suggested activities are included. See also the film *Everybody Rides the Carousel* in this section of the resource list.

**Balicki, Ansen. *The Netsilik Eskimo.*** La Jolla, Calif.: Natural History Publishing.

This book can be used in the study of unit 3, and 5.

**American Home Economics Association, *Style and Dress.*** Washington: American Home Economics Association, 1975.

An invaluable source of data on the physical and physical properties of fibres, fabrics, and costumes, textiles, textile terminology, and fabric care.

**Historic Photographs.** Union Label Department, ILGWU (International Ladies' Garment Workers' Union), 1710 Broadway, New York, New York 10019.

Housing and working conditions of women and children of the garment industry in New York City at the turn of the century are shown in a series of four posters made from historic photographs. The posters can be used in conjunction with the historical background of the North American family.

**Canada, Consumer and Corporate Affairs, Consumer Services, Place du Portage, Phase 1, Hull, Quebec K1A 0G9.**

The following represent some of the materials available for "Clothing" courses:

- *Consumer Aware: Carelessness and Fabric Facts* (fire hazards of textiles)
- *Consumer Aware: Fire Facts on Carpeting* (minimum standards for carpeting)
- *Follow the Signs* (a pamphlet explaining clothing-care symbols)
- *Follow the Signs* (a small poster; see above)
- *Look for This Label* (explains Canada Standard Sizing, a program designed to ensure consistent fit with clothes bearing the CSS label; contains measurement charts)
- *Safety Glass* (requirements for and the dangers of glass doors)

**African Odyssey: The Red Bicycle.** Learning Corporation of America, 1971. 16 mm, colour, 13 min. Distributed by Marlin Motion Pictures.

From tribal chief, to farmer, to coffee-taster to tourist, and finally back to the village, a red bicycle from Nairobi leads us through the economic and social stratification of African life.

**The Giving Tree.** Bostowest Productions, 1973. 10 min. Distributed by Gordon Watt Films. Slide, audio cassette.

A kit version of the book of the same name. There is a film version as well (see above).

**Bell, Camille G., and Fallon, Berlie J. *Consumer and Homemaking Education.*** Danville, Ill.: Interstate Printers and Publishers, 1971.

This book of case studies can help students to analyse and weigh facts and to make decisions about family situations involving different stages of the life cycle, different socio-economic levels, and different lifestyles. The case studies include problems relating to the four unifying concepts in all areas of family studies.

**Money Management Library.** Household Finance Corporation of Canada, 1973. Booklets, filmstrips, leaflets.

Family studies educators have served as consultants for this kit, and many interesting teaching strategies are presented. The material covers important areas of personal and family finance.

**Aries, Philippe. *Centuries of Childhood: A Social History of Family Life.*** New York: Random House, 1965.

This social history of family life was translated from the original French text, *L'enfant et la vie familiale sous l'ancien régime*, published in 1960 by Librairie Plon, Paris. It is an important resource for units 1 and 3 of this section and for the treatment of the area of "Family and Child".

**The Voice of the Pioneer.** Canadian Broadcasting Corporation, ongoing radio show (no tapes available).

These broadcasts of interviews of seniors by Bill McNeil are broadcast on Sunday morning. The time varies with the station. See the annotation of McNeil's book in the book listings for this section.

**Black Creek Pioneer Village, c/o Metropolitan Toronto and Region Conservation Authority, 5 Shoreham Drive, Downsview, Ontario M3N 1S4.**

A museum composed of a number of historic buildings which have been relocated to represent a village of early Ontario. Guided tours are booked in advance. See also Upper Canada Village, listed below, and the film *Black Creek Pioneer Village* listed in the film listings for this section.

**Anything You Want to Be.** Liane Brandon, 1972. 16 mm, b/w, 8 min. Distributed by Marlin Motion Pictures.

A biting satire on the social pressures that force women to compromise their individuality and intellectual goals to assume a constantly changing identity of femininity, this student-produced film can be used with the topic of socialization.

**More, Macmillan Films, 1973. 16 mm, colour, 4 min. Distributed by Marlin Motion Pictures.**

This animated film, satirizing our insatiable desire for things, might be used for an introduction to a unit on the consumer society.

**Argus Posters.** PMB Industries, Ltd., 1220 Ellesmere Road, Unit #27, Scarborough, Ontario M1P 2X5.

These colourful posters, containing one quotation on each, have been popular with students. Prints are available as well.

**Clothing and Fashion: A History.** Benchmark Films, 1973. 16 mm, colour, 26 min. Distributed by Marlin Motion Pictures.

This amusing, animated film shows the evolution of fashions in clothing from Egyptian times to today. It shows how we choose our clothing for reasons of social status, conformity, and vanity rather than utility.

**Balabok, National Film Board, 1972. 16 mm, colour, 7 min.**

This humorous cartoon animation of the escalating conflict between the balls and the blocks has become a classic. The film is a good starting point for a discussion relating to the power of words, the way conflicts develop, and the action-reaction of systems.

**The Buy Line.** Film Fair Communications, 1972. 16 mm, colour, 12 min. Distributed by Marlin Motion Pictures.

This film provides an overview of the methods used by advertisers to sell their products. Consumers

**African Odyssey: The Two Worlds of Mumbese.** Learning Corporation of America, 1971. 16 mm, colour, 13 min. Distributed by Marlin Motion Pictures.

Eleven-year-old Mumbese experiences the problems of tribalism and nationalism as his parents are expected to leave their city home and return to their village following the death of Mumbese's grandfather. The film can be used to explore cultural differences.

**Awareness: Insight Into People.** J.C. Penney, 1970.

Teacher's guide, filmstrip, record, case studies, game. This unit is designed to help improve students' understanding of themselves and others. The kit contains "Becoming Aware", a filmstrip and record on observation, stereotyping, and empathy. The game includes chance cards and helps students to apply their learning and broadens their understanding of how other people feel.

**My Financial Career.** National Film Board, 1962. 16 mm, colour, 7 min.

This animated cartoon film of Stephen Leacock's account of his first banking venture might be used as an introduction to money management. Time has not detracted from the quality of this film.

**Allen Is My Brother.** Churchill Films, 1972. 16 mm, colour, 11 min. Distributed by Gordon Watt Films.

Karen, age seven, does not want to take care of her small brother, Allen, even after Mother asks her to help. Allen gets into mischief, and Karen realizes that she has not done her job. Gradually they begin to play together, and Karen finds that helping can be fun. The film is made for young children, but is useful in teaching older students about socialization.

**Co-op Housing: Getting It Together.** National Film Board, 1975. 16 mm, colour, 23 min.

This and the previous film explore the reasons behind the present housing crisis and try to answer common questions about housing co-operatives. They suggest ways of starting and managing the construction of new housing or of rehabilitating existing housing.

**Audio Visual Resource Center, 8 Research Park, Cornell University, Ithaca, New York 14850.**

This centre distributes a wide variety of slide sets on the following topics: fundamental nutrition, nutrition during pregnancy, meal planning, nutrition for children, cutting food costs. Lesson-plan handouts and flip charts are available as well. A catalogue is distributed.

**No Time Like Now: A Portrait of Women at Work.** Ontario, Ministry of Labour, Women's Bureau, 1977. 16 mm, colour, 30 min.

Produced by the Women's Bureau, this film explores a wide range of issues concerning women by means of interviews of women who represent a cross section of the labour force (trade, business, and professional). Factual information about women's legal rights in the labour force is also given. The film could be used to stimulate discussion on self-concept, sex role, legal rights of women, planning life goals, career choice, and management of a household.

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## Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the following persons who participated in the development of this resource list:

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## Preface

This resource list is intended mainly for the use of Senior Division family studies teachers. These teachers are expected to exercise wisdom and discretion in selecting and using the materials listed. The resources in the document have been included because they relate either directly or indirectly to the aims and objectives of the guideline *Family Studies, Senior Division, 1977*. However, the Ministry of Education does not necessarily endorse the views presented in any book, periodical, pamphlet, film, videotape, or other resource listed in this document.



# Introduction

The nature of this multidisciplinary subject precludes the existence of any one textbook to cover the entire field. Even in the separate areas of study, a comprehensive text can do little more than provide a survey of the field and an extensive resource list. The titles of textbooks approved for use in family studies classes are contained in *Circular 14*. The resources listed in this document were selected for the contribution they could make to the aims and concepts of family studies.

Regular reading of professional publications, in which books, films, learning packages, games, multi-media kits, and other resources are reviewed and advertised, is advised in order to keep up to date on new resources as they become available. Current publications are also helpful for keeping up to date on recent research, new or revised theories, new ways to apply theory to practical situations, and ideas for educational approaches. This type of information from primary sources often appears in such publications long before it reaches the pages of a text or reference book.

Secondary sources, in which ideas from primary sources are condensed, summarized, and sometimes explained and integrated, are especially valuable when they contain resource lists that identify the primary sources used. Books of readings may contain both primary and secondary sources. Resource books may contain tertiary sources as well.

Tertiary sources usually represent more or less subjective opinion or commentary and seldom identify their sources. Popular books, magazine articles, and films often fall into this category. These tertiary sources may provide the variety of insights into attitudes, feelings, and values about family issues and their interpretations that is needed for a balance between cognitive and affective learning, provided that the authenticity of the information is verified and any biases in presentation objectively examined.

Many films, from feature-length movies to three-minute single-concept films, can help the student learn to apply the theories taught in family studies. Filmstrips, overhead projectuals, slides, videotapes, audio recordings and tapes, and multi-media packages are increasingly available commercially. A few are listed in the resource sections of this document, but teachers will want to update their lists regularly and some teachers may wish to produce materials of their own.

The annotation provided for each resource listed is intended as an aid for initial or tentative selection. However, any resource should be reviewed by the teacher before actual use with a class or an individual student. The maturity and ability of students and the nature of the community are important criteria to consider when making final decisions about which resources to use with which students.

The importance of people as resources for family studies must not be overlooked. Students within the class or school, other teachers, and professional or lay members of the community can be drawn on as resource persons. As well, the school's teacher-librarian

can assist with the selection of media appropriate for a particular class or for individual students. Teacher-librarians can also provide invaluable aid in locating sources for various kinds of media.

Wherever possible, Canadian agents or suppliers are designated. Suppliers for whom more than one resource has been listed are included in the list of suppliers at the end of this resource list.



# 1. General

Each of the resources listed in this section applies to more than one area of family studies, to one or more of the unifying concepts, or to the general educational principles mentioned in *Family Studies, Senior Division, 1977*. Resources specific to a particular area of family studies are listed in the appropriate parts of sections 2 to 7 of this resource list.

Many films, filmstrips, games, and multi-media resources deal with social issues, values, and communication in an open-ended format that allows for discussion of a wide range of ideas and feelings. Many of these resources are relevant to family studies, even though the family is not their primary theme. For example, films created primarily for young children can give the student of child development insights into child behaviour, and those designed for teacher-training may be helpful in teaching Senior students about socialization. Only a few of the many films of this nature have been included in this resource list.

Many resources can be used for several purposes. Provided the objectives for the use of a resource are carefully thought out and explained to the students, the resource can be reused several times with the same students to meet different objectives. For example, a film such as *Evan's Corner* could be used to focus on family relationships in a "Family and Child" course, housing needs in a "Housing" course, values and the organization of space in a "Management of Family Resources" course, and socialization in "The Canadian Family in Perspective" course. The non-print resources listed in this introductory section are those that can be applied to more than one of the areas of family studies.

## Books

Bell, Camille G., and Fallon, Berlie J. *Consumer and Homemaking Education*. Danville, Ill.: Interstate Printers and Publishers, 1971.

This book of case studies can help students to analyse and weigh facts and to make decisions about family situations involving different stages of the life cycle, different socio-economic levels, and different lifestyles. The case studies include problems relating to the four unifying concepts in all areas of family studies.

Bratton, Ester Crew. *Home Management Is . . .*. Lexington, Mass: Ginn, 1971.

This high-school-level book deals with decisions on the use of resources. Non-prescriptive, it recognizes that alternatives freely chosen may do more to improve the quality of a person's life than may a strict adherence to rules. A teacher's guide and transparency masters are also available.

Clark, D. Cecil. *Using Instructional Objectives in Teaching*. Glenview, Ill.: Scott, Foresman, 1972.

This book is intended to help teachers improve the effectiveness of their teaching through the use of

instructional objectives. It is concise, easy to read, and includes an extensive bibliography.

Duvall, Evelyn Millis. *Marriage and Family Development*. 5th ed. New York: Harper & Row, 1977.

This examination of the family builds on the framework of developmental tasks throughout the family life cycle. Many learning activities for secondary school students are suggested, and many references are cited.

\_\_\_\_\_. *Parent and Teenager: Living and Loving*. Nashville, Tenn.: Broadman Press, 1976.

This text adds new insights for the development of the four unifying concepts of family studies.

Eldridge, Evelyn, and Meredith, Nancy, eds. *Environmental Issues: Family Impact*. Minneapolis: Burgess Publishing, 1976.

Focusing on the external conditions affecting family life today, this book explores the economic and physical environment common to all families. It can be used to develop the unifying concept of the family as an environment within an environment.

Esbensen, Thorwald, and Richards, Philip H. *Family Designed Learning*. Belmont, Calif.: Pitman Learning, 1976.

This book contains concise guidelines for the co-operative planning of student learning activities by teachers, children, and parents. It develops the use of contracts and performance objectives and gives examples of forms for keeping records and charts of the responsibilities of each person involved.

Feldman, Frances L. *The Family in Today's Money World*. 2nd ed. New York: Family Service Association of America, 1976.

The two major points of focus of this book make it particularly suitable for use in the money-oriented segments of family studies courses. It examines (a) the meanings that money holds for individuals and families and the ways in which money is used to fulfil economic, social, and psychological needs; and (b) the economic climate in which a family lives. Many case studies of different lifestyles and various stages of life are included. The book relates to units on "Family and Child", "Management of Family Resources", and "The Canadian Family in Perspective".

Fraiberg, Selma. *Every Child's Birthright: In Defense of Mothering*. New York: Basic Books, 1977.

Selma Fraiberg, professor of child psychoanalysis at the University of Michigan, shows that maternal deprivation causes irreparable damage to the individual and indicates the failure of many child-care facilities to give sufficient emotional support. This is an important book, within the reading level of students of "The Canadian Family in Perspective" and an important teacher reference for all family studies teachers.



Goldstein, Harriet I., and Goldstein, Vetta. *Art in Everyday Life*. 4th ed. New York: Macmillan, 1954.

This classic text shows how the principles of art are applied to works of art, costume design, house design, and other areas of everyday life.

Goodman, Stephen E., ed. *Handbook on Contemporary Education*. New York: R.R. Bowker, 1976.

Each of the 118 papers collected in this handbook is a summary and review of current research, significant projects, and contemporary trends in education. Each paper has an extensive list of references to relevant literature and programs. The section on teaching and learning strategies contains articles on group dynamics, individualized instruction, independent studies, small-group-instruction methods, inquiry methods, simulation and gaming, observation of behaviour in early-childhood education, and sex education. This is a valuable reference book for the school library.

Gross, Irman H.; Crandall, Elizabeth W.; and Knoll, Marjorie M. *Management for Modern Families*. 4th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

This widely used home-management book reflects current theory, emphasizes the interrelationship of the family and its environment, and gives a managerial approach to systems theory. It is concerned with all areas of family studies and relates to all four unifying concepts.

Johnson, David W. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

The theory and experiences necessary to develop effective interpersonal skills and effective classroom groups are provided in this book, which draws much of its research from a project of the Youth Research Center, Minneapolis, Minnesota. Written as a college text, the material is intended to assist youth in increasing skills in making friendships and in maintaining good relationships over a period of time. The book is of interest to students of "The Canadian Family in Perspective" and is useful to the teacher in developing an understanding of group and classroom dynamics.

Johnson, David W., and Johnson, Roger T. *Learning Together and Alone: Cooperation, Competition, and Individualization*. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Co-operative, competitive, and individualized goals for classrooms are described and discussed. The authors believe co-operation to be the appropriate goal for most instructional situations, and they describe how to achieve it. They also believe that competition and independence are appropriate in certain teaching contexts and they describe ways in which to achieve these as well.

Kenkel, William F. *The Family in Perspective*. 4th ed. Santa Monica, Calif.: Goodyear, 1977.

This book provides a background in family studies for the teacher and the Honour Graduation student. It focuses on four approaches to a study of the family: historical-comparative, institutional-analytical, psycho-

analytic, and family-developmental. In the last approach attention is focused on the interrelatedness of the various role relationships within the family.

Kinch, John. *Introduction to Social Psychology*. New York: McGraw-Hill, 1973.

This book gives a concise and easy-to-read treatment of the principles and concepts of social psychology. The chapters on interaction processes and socialization are especially relevant to the concepts of family studies. An instructor's manual is available.

Klemer, Richard H., and Smith, Rebecca M. *Klemer's Marriage and Family Relationships*. 2nd ed. New York: Harper & Row, 1975.

The authors use the empathetic approach to marriage and family problems based on case studies. The text has a companion teaching guide by the same authors, which is entitled *Teaching About Family Relations*.

\_\_\_\_\_. *Teaching About Family Relationships*. Minneapolis: Burgess Publishing, 1975.

The authors stress the empathetic approach to teaching about family relationships. In addition to over 150 objectives and over 400 teaching techniques, this book presents ideas on the evaluation of students' work. See also the companion text entitled *Klemer's Marriage and Family Relationships*, which is listed above.

Lederer, William J., and Jackson, Don D. *Mirages of Marriage*. New York: W.W. Norton, 1968.

The systems approach to the study and understanding of marriage is clearly explained in this classic book.

Leslie, Gerald R. *The Family in Social Context*. 4th ed. New York: Oxford University Press, 1979.

This text will be used primarily in the study of "The Canadian Family in Perspective", but it will provide a broad general background on the family for all family studies teachers.

Meiklejohn, Phyllis. *The Family*. Toronto: McClelland and Stewart, 1969.

In this book excerpts that will help the adolescent explore ways of thinking about the individual and the family have been collected from a variety of sources. Resource books such as this can serve as a model for teachers, showing them how to locate and put to use a wide variety of resources when constructing their own teaching strategies.

\_\_\_\_\_. *People and Change: Family Management*. Toronto: McClelland and Stewart, 1973.

These carefully selected excerpts from a wide variety of sources should encourage students to think about family life from the point of view of management.



Michelson, William; Levine, Saul V.; and Michelson, Ellen, eds. *The Child in the City: Today and Tomorrow*. Toronto: University of Toronto Press, 1979.

See the following annotation.

Michelson, William; Levine, Saul V.; Michelson, Ellen; and Spina, Anna Rosa, eds. *The Child in the City: Changes and Challenges*. Toronto: University of Toronto Press, 1979.

This and the previous book have been developed from the ongoing research program at the University of Toronto called "The Child in the City". The first volume developed from a lecture series and contains lectures with the questions and answers that followed. The second volume presents research that developed from the first volume and explores the physical and social context of health, welfare, and opportunities. The material has a wide scope: history, social services, day care, housing, use of space. These volumes are invaluable to all family studies teachers, helping them to understand the situation and needs of the child in the 1980s. Students of "The Canadian Family in Perspective" who are engaged in independent study would also benefit from these books.

Nye, F. Ivan. *Role Structure and Analysis of the Family*. Beverly Hills, Calif.: Sage Publications, 1976.

This book is useful for studies related to "The Canadian Family in Perspective" and as background on all topics concerning roles.

Nye, F. Ivan, and Berardo, Felix M. *The Family: Its Structure and Interaction*. Edited by Kenneth J. Scott. New York: Macmillan, 1973.

In this easy-to-read basic text on the sociology of the family, the authors have defined the major sociological frameworks for the study of the family and have presented research within each framework.

O'Neill, Nena, and O'Neill, George. *Shifting Gears*. New York: Avon Books, 1975.

This book provides some guidelines for identifying human needs and coping with social change.

Paolucci, Beatrice; Axinn, Nancy; and Hall, Olive A. *Family Decision Making: An Ecosystem Approach*. New York: John Wiley and Sons, 1977.

This text approaches decision-making from an ecological perspective. It stresses that families that develop skills in decision-making and communication have the potential to become self-directed and creative in adapting to environmental changes.

Paolucci, Beatrice; Axinn, Nancy; Hall, Olive A.; Faiola, Theodora; Thompson, Patricia; and Kiser, Jenet. *Personal Perspectives*. 2nd ed. New York: McGraw-Hill, 1978.

A decision-making approach is used to help students focus on the question of their responsibility for the everyday activities of their present and future lives. It is relevant to the four unifying concepts in each of the five areas of family studies. A teacher's manual is available.

Porter, Sylvia. *Sylvia Porter's New Money Book for the 80's*. New York: Avon Books, 1980.

This thorough volume includes a wide variety of topics related to personal money management, such as budgets, buying a bargain, food purchasing, managing a personal wardrobe, purchasing or buying a home, transportation, health care, banking, cash or credit, and investments. Teachers will have to compensate for the American content, but the book has much general information that is useful. This book is relevant in the areas of "Food and Nutrition", "Clothing", and "Management of Family Resources".

Purgraski, I. *Sorting Life Out*. Bay City, Mich.: C.E.M., 1978.

This handbook describes the process of managing the content of courses based on such topics as interpersonal relations and child development. It emphasizes the transfer of responsibility for the identification and attainment of learning goals from the teacher to the student.

Rokeach, Milton. *Beliefs, Attitudes and Values: A Theory of Organization and Change*. Social and Behavioral Science Series. San Francisco: Jossey-Bass, 1968.

Using empirical data, the author presents his theory of the nature of belief systems, conveying his view that beliefs, attitudes, and values together form an integrative cognitive system.

Rosman, Ellen, and Edmonston, Phil. *Canadian Consumer's Survival Book*. Toronto: General Publishing, 1977.

This authoritative source book was designed to help consumers become more knowledgeable and to provide action plans to bring about change if necessary. Three of the five chapters are of interest to family studies. These are related to the areas of "Food and Nutrition", "Housing", and "Management of Family Resources".

The food section includes shopping information and examines reading labels, health foods and fads, dining out, recommended and non-recommended foods, and how to form a food co-op. The housing section discusses the advantages of renting or buying, financing, mobile homes, insurance, tenant rights, and other information. Both sections include a bibliography, information on the appropriate way to make complaints, and a list of agencies that might be used as resources. The final chapter in the book gives action plans for complaints against manufacturers and retailers.

Ruud, Josephine Bartow. *Teaching for Changed Attitudes and Values*. Washington: Home Economics Education Association, National Education Association, 1971.

In this booklet the author expresses the belief that teachers need to assess the attitudes and values they promote, in relation not only to what they believe themselves, but also to the needs of the various individuals in their classes. The author suggests different ways in which students can think through their own values and attitudes and discusses ways in which they can change them.



Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science and Behavior Books, 1975.

The roles of self-worth, communication, and rules in the development of open and closed family systems are considered in this easy-to-read book written for families.

Sax, Saville, and Hollander, Sandra. *Reality Games*. New York: Popular Library, 1973.

This book provides an experiential approach to basic communication skills for students of "Family and Child" and "The Canadian Family in Perspective".

Schlesinger, Benjamin. *Child Abuse in Canada*. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1977.

This booklet provides an overview of a widespread social problem. It includes a discussion of the characteristics of abusive parents and abused children, brief notes on Canadian research, and recommendations for action in law and social work.

\_\_\_\_\_. *Families: Canada*. Toronto: McGraw-Hill Ryerson, 1979.

This textbook is suitable for Grade 11 and 12 students. Much of the content is especially appropriate for "The Canadian Family in Perspective". The book, written from the sociologist's viewpoint, tends to focus on special areas and problem areas of the family, weekend fathers, reconstituted families, multi-problem families, and so on.

\_\_\_\_\_. *One-Parent Families in Canada*. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1974.

This book provides a brief examination of the problems encountered by one-parent families and some suggestions for solving these problems.

Silverstone, Barbara, and Hyman, Helen K. *You and Your Aging Parent*. New York: Pantheon Books, 1976.

Intended to assist persons of the middle generation with aging parents, this book will also give information to students about the aged. Topics include family harmony, health, social contracts, mental stability, and death. Plans for action are included, such as care, developing self-sufficiency, and the use of community resources. This book is useful to students in the understanding of their own grandparents and in field work with the aged.

Smart, Laura S., and Smart, Mollie S. *Families: Developing Relationships*. 2nd ed. New York: Macmillan, 1980.

This easy-to-read book examines the interactions and relationships of people within the contexts of the family and the home. It looks at skills in communicating, relating, planning, and carrying on life in the home. An instructor's manual is available.

Smith, Rebecca M., ed. *Resources for Teaching About Family Life Education*. Minneapolis: National Council on Family Relations, 1976.

Rebecca M. Smith has compiled this material from recent articles in *The Family Coordinator*. The

articles are grouped in five sections: course development or curriculum development; use of imaginative literature, music, professional journals, and popular magazines; special issues, teacher training, and the future of family-life education; films and filmstrips; and high school exchanges.

Social Planning Council of Metropolitan Toronto and Community Day Care Coalition. *Family Day Care: An Annotated Bibliography*. Toronto: Social Planning Council of Metropolitan Toronto and Community Day Care Coalition, 1975.

An extensive bibliography and references useful to family studies teachers or to students of "The Canadian Family in Perspective" who are on independent study.

Spitze, Hazel Taylor, and Griggs, Mildred Barnes. *Choosing Evaluation Techniques*. Washington: The Home Economics Education Association, National Education Association, 1976.

This booklet discusses how to choose and use a wide variety of evaluation techniques.

TVOntario. *Every Child Is Special*. Toronto: TVOntario, 1980.

This book was designed to be used with the TV series of the same name and is a teaching aid that is of great interest to students. The topics covered include perspectives on the child-adult relationship, children with invisible handicaps, the gifted child, child abuse, and children of divorce. The publication has much useful information, bibliographies, lists of organizations, fiction, poetry, and assignments. See the series of videotapes listed under the same title heading in the films and videotapes listings for this section.

Vanier Institute. *The New Life*. Ottawa: Vanier Institute, 1977.

This detailed study is the report of the Inquiry Workshop on Familial Lifestyles sponsored by the Vanier Institute. The "new life" is one "in which the traditional and the innovative, the conventional and the nonconventional, meet in the search for a more authentic and committed familial life".

\_\_\_\_\_. *Statement on Contemporary Familial Lifestyles*. Ottawa: Vanier Institute, 1977.

This statement by the Vanier Institute's board of directors is based on *The New Life* study, but includes additional data.

Van Stolk, Mary. *The Battered Child in Canada*. Rev. ed. Toronto: McClelland and Stewart, 1979.

This book examines various types of child abuse occurring in Canada and proposes ways of dealing with the problem. The book examines the dimensions of child abuse, shows the need for better parenting, describes reporting laws, deals with child abuse in relation to other institutions (i.e., social work and the school), and makes recommendations for the future. An extensive bibliography is included. The material is important to any teacher of family studies and is relevant to students of "Family and Child" and "The Canadian Family in Perspective".



Ward, Colin. *The Child in the City*. New York: Pantheon Books, 1978.

This is a British perspective of a cross-cultural view of the urban environment as an agent of socialization of the child from five to sixteen. Material related to children of younger ages is included as well. The primary question of the book is whether the city, as an institution, adopts a helping manner towards children or whether the child can no longer cope with the city in worth-while ways. Ward draws extensively from the work of a wide variety of writers and disciplines as well as relying on his own experience. In so doing he brings the intensity, variety, and ingenuity of the urban experience into a book that is useful to family studies teachers, especially in the areas of "Housing", unit 1, and "The Canadian Family in Perspective", units 3 and 5.

Wells, Harold C., and Canfield, Jack. *One Hundred Ways to Enhance Self-Concepts in the Classroom: Handbook for Teachers and Parents*. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

This book contains strategies for enhancing the self-concepts of students of all ages. Suggestions vary from simple five-minute simulations to the keeping of daily journals.

Zadrozny, John T. *Dictionary of Social Science*. Washington: Public Affairs Press, 1959.

A dictionary such as this is a useful resource for clarifying the distinctions among the growing number of branches of the social sciences.

### Organizations, Periodicals, and Pamphlets

Addiction Research Foundation, 33 Russell Street, Toronto, Ontario M5S 2S1.

The following services are helpful to family studies teachers.

1. Films are distributed free of charge. The foundation's library has a projection room where films and videotapes may be previewed. Some of these films are listed in the films and videotapes section below (see *All Bottled Up*, *All in the Same Boat*, *Francesca Baby*, *It's My Hobby*, and *The Summer We Moved to Elm Street*).
2. A learning packet of pamphlets is sent to school libraries.
3. Some of the important printed materials are listed below while others are listed under the author's name. For more specialized information, please contact the foundation's information centre.
  - *Education Materials Price List*. The foundation distributes small quantities of materials free of charge until a quota is reached. An educational materials catalogue is being developed by the foundation's Marketing Services department.
  - *Film Library*. A mimeographed list of the films that the foundation loans free of charge is available.
  - *Information Review*. This is distributed free by the information centre. Family studies teachers will be interested in the issue entitled *Psychoactive Drugs and Pregnancy* (1979), which contains the

following articles: "Alcohol and Pregnancy", "Smoking and Pregnancy", "Marijuana and Pregnancy", "Caffeine and Pregnancy", "Narcotics and Pregnancy", "Amphetamines and Pregnancy", and "LSD and Pregnancy". This publication contains a detailed bibliography.

- *Journal*. This is published monthly and distributed free of charge in Ontario.
- *Projection*. This publication is available free of charge in Ontario and consists of reviews and analyses by professionals of all films in the foundation's library.
- *Can I Take This If I'm Pregnant?* This pamphlet describes social and non-prescriptive drugs. See also the publications listed below by the following authors: Dobbie and Bill, Fehr et al., Finnegan and Fehr, Meeks, and Rosett.

Alfred Adler Institute of Ontario, Willowdale, Ontario.

Rudolf Dreikurs was the founder of the Alfred Adler Institute, a non-profit educational institution which has the following goals:

- improving human survival through family education; and
- professional development.

The institute holds many weekend courses that are beneficial to family studies teachers in both content and in the demonstration of new classroom strategies. Workshops have included parenting education, child psychology, interpersonal effectiveness, marital relationships, and more.

American Home Economics Association. *Child Care Handbook*. Washington: American Home Economics Association, 1975.

This handbook contains the information required to provide the kind and quality of care children need, whether in the home, in a child-care centre, or in a day-care family home.

\_\_\_\_\_. *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. Washington: American Home Economics Association, 1967.

The basic concepts and generalizations of all areas of family studies are identified and listed.

\_\_\_\_\_. *Focus: Selected Articles from the Journal of Home Economics*. Washington: American Home Economics Association, 1977-78.

Selected articles from the *Journal of Home Economics* have been packaged according to subject area. These are an excellent resource for in-depth study. The following will be of interest to family studies teachers:

- no. 5104-0, *Focus on Aging* (1977)
- no. 5105-3, *Focus on Consumer and Family Economics* (1978)
- no. 5105-7, *Focus on Energy and Housing* (1978)
- no. 5102-2, *Focus on Families* (1977)
- no. 5101-4, *Focus on Teaching* (1977)



American Home Economics Association. *Journal of Home Economics*. 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.

This official publication of the American Home Economics Association contains many articles of interest to family studies teachers. It is published quarterly and is available to non-members and institutions as well as to members.

\_\_\_\_\_. *HELP: Home Economics Learning Packages*. Washington: American Home Economics Association, 1970-79.

More than forty learning packages have been developed and tested by teachers and edited by a select board of home economists. Each package contains a student section and a teacher's section. Packages are available on many topics including consumer education, family living, food and nutrition, clothing, and textiles.

\_\_\_\_\_. *Home Economics Family Planning Resource Paper for Curriculum Development*. Washington: American Home Economics Association, 1974.

These eight papers by home economists relate international population and family-planning concerns to clothing, nutrition, food supply, economics, decision-making, and quality of life.

\_\_\_\_\_. *Research Journal*. 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.

The primary purpose of this journal is to facilitate scholarly exchange among those in home economics and those in related areas who are concerned with the well-being of families and individuals. It is published six times a year.

Association for Childhood Education International, 3615 Wisconsin Avenue N.W., Washington, D.C. 20016.

This association puts out a catalogue of publications on children, including some related to parenting.

Association for Early Childhood Education Ontario, Suite 211, 212 King Street West, Toronto, Ontario M5H 1K5.

This association of early-childhood teachers welcomes the membership of family studies teachers of the secondary school system. A newsletter and a journal are published and the twenty-nine branch areas across the province hold regular meetings. These would give the family studies teacher an opportunity to meet persons in the area who are associated with early-childhood education.

Barrs, Stephan; McMurray, A. Lynn; Stevenson, W. John; and Wideman, Ronald L. *Values Education*. Toronto: Professional Development Committee, Ontario Secondary School Teachers' Federation, 1975.

This booklet presents an overview of the various processes of valuing and provides the teacher with strategies necessary to make values an integral part of any course curriculum. The theories included are those of Simon-Raths, Kohlberg, Rodney Allen, and Berne-Harris. An extensive bibliography is included.

Beck, Clive; Sullivan, Edmund; Bradley, Jane; McCoy, Norma; and Pagliuso, Susan. *The Reflective Approach in Values Education*. Toronto: Queen's Printer, 1976.

This pamphlet report is the outcome of continuing research in values education conducted by OISE under contract with the Ministry of Education. It incorporates insights gained over years of work in values education.

*Bulletin of the High/Scope Foundation*. The High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197.

This quarterly contains information about the foundation's research which encompasses many areas from early childhood through adolescence. Although the geographical focus is primarily on the United States, some international material is included. Each bulletin usually contains one or two main articles, information about recent research, book reviews, and notices of conferences. It is a good source of information for both the teacher and the student of "The Canadian Family in Perspective".

Canada, Canadian Government Publishing Centre (Supply and Services Canada), Hull, Quebec K1A 0S9.

This is the source of Government of Canada publications. Some are also available from Renouf Publishing Co. in Toronto.

Canada, Department of Consumer and Corporate Affairs. Consumer Services, 25 St. Clair Avenue East, Toronto, Ontario M4T 1M2.

This branch office of the federal agency will send you its *Resource List for Educators* which lists the offices, publications, and services provided by the agency. Other publications of this department are listed elsewhere in this resource document.

Canada, Health and Welfare Canada. National Daycare Information Centre, Social Services Branch, Health and Welfare, Canada, Brooke Claxton Building, Tunney's Pasture, Ottawa, Ontario K1A 1B5.

All of the following materials on early childhood are available free of charge from Health and Welfare Canada. Some of the materials are suitable for student distribution, but most would be better used for teacher reference or as source material for independent study by students of "The Canadian Family in Perspective".

The following pamphlets are available:

- *Canadians Ask About Day Care* (n.d.). This is a bibliography intended for parents and community groups.
- *Children With Special Needs in Day Care: A Guide to Integration* (1978). This document was researched by the National Institute on Mental Retardation. Special needs of children are identified, early developmental programs are discussed, and directions for the program are suggested. A resource section includes references, suggested readings for parents and teachers, journals, and audio-visual materials.
- *Choosing a Day Care Service* (1979). This is a pamphlet that might be given to students.

- *Day Care: Guide to Reading*. This provides an extensive bibliography.
- *Day Care for Children* (rev. 1980). This pamphlet clarifies the role of the federal government in the provision of day-care services and defines the types of day care available.
- *Day Care, A Resource for the Contemporary Family: Papers and Proceedings of a Seminar in Ottawa, Sept. 1969* (1974). This includes a paper on the contemporary family and emerging family patterns.
- *Status of Day Care in Canada* (issued yearly).

The following information kits are available:

- *Day Care: Children With Special Needs*. This contains various articles including "Nutrition in a Special Needs Kindergarten" and "Quality Services for the Child With Special Needs".
- *Day Care: Facilities and Equipment*. One of the articles is "Creating a Proper Environment for Young Children".
- *Day Care: Nutrition*. The following articles are included: "Overall View of Preschool Nutrition", "Nutritional Needs of Preschool Children", "Some Skills and Concepts" (describes skills developed in children through the preparation of their own food), "Nutritional Status of Preschool Children", and "Meals and Snacks" (includes recipes).
- *Day Care: Other Countries*. This includes descriptions of day care in the Scandinavian countries and in China, as well as an article entitled "Children Are Our Future".
- *Good Books for a Good Start*. This offers suggestions on the choice and use of suitable books for preschool children and includes an extensive bibliography.
- *Staff Training*. This includes a guide for observing children's behaviour.
- *Come Share With Me*. A poster for the International Year of the Child.

Canada Mortgage and Housing Corporation. Children's Environments Advisory Service. *List of Resource Material*. Ottawa: Professional Standards and Technology Directorate, Information Centre, Canada Mortgage and Housing, National Office.

The books, slide sets, and films available on short-term loan listed in this publication are primarily concerned with the development of play space for children. Some of the information provided is intended for landscape designers. Some of the materials are useful to students of "Housing" and "Family and Child".

*Note:* The films distributed from this centre are not the same as those distributed from the Ontario Regional Office (Willowdale). See section 5 on housing in this document.

Canada, Statistics Canada.

The following services of Statistics Canada can assist the teacher in providing Canadian information and in supplementing American texts.

1. A catalogue is available and publications are sold from the following address: Statistics Canada, Ottawa, Ontario K1A 0T6.

There are many Statistics Canada publications of interest to family studies teachers. The following are two examples:

- *Urban Family Expenditure*, no. 62547 (1976)
- *Urban Family Food Expenditure*, no. 62545 (1975)

*Note:* Renouf Publishing Co. also sells some Statistics Canada publications.

2. The two addresses listed below provide the following services.

- a) Inquiries are answered by telephone or by letter. Statistics Canada maintains a wats line to most centres in the province, which means that questions may be answered at no cost.
- b) Libraries of all Statistics Canada publications are maintained, and study space is provided.
- c) Photocopies of requested information are mailed at a nominal fee.
- d) Photocopying facilities are available to the public.
- e) Assistance is provided for both experienced and inexperienced users.

User Advisory Services  
Main Floor, R.H. Coats Building  
Holland Avenue  
Ottawa, Ontario K1A 0T6  
(613-992-4734 or 613-996-5254)

or  
User Advisory Services  
10th Floor  
25 St. Clair Avenue East  
Toronto, Ontario M4T 1M4  
(416-966-6586)

Canadian Advisory Council on the Status of Women, 63 Sparks Street, Ottawa, Ontario K1A 1C3.

This organization has a dual role: (a) to make recommendations to the government concerning the status of women, and (b) to circulate publications of research documents.

Canadian Association for Young Children, 323 Chapel Street, Ottawa, Ontario K1N 7Z2.

This association is specifically concerned with the well-being of preschool-age and elementary-school-age children. Among the organization's aims are (1) to disseminate information on child development and (2) to work for the development and well-being of children. The association's activities include an annual conference, local meetings, a journal published twice yearly, a newsletter, and the Childfilm Festival.

*Canadian Consumer*. Consumers' Association of Canada, 200 First Avenue, Ottawa, Ontario K1S 5J3.

Published six times a year, this magazine reports the results of product-testing and other matters of interest to Canadian consumers. Back issues are available on various subjects (e.g., "Easy Metric Guide").

Canadian Council on Children and Youth, 323 Chapel Street, Ottawa, Ontario K1N 7Z2.

This organization publishes various papers including *For Canada's Children: National Agenda for Action*, the report of the Canadian Commission for the 1979



International Year of the Child. The following background papers were prepared for the International Year of the Child in 1979: *The Family; Children and Culture; Nature and the Environment; Play and Recreation; Children and the Law; The Native Child; Children and Health; Economic Issues As They Affect Children; The Spiritual Rights of the Child.*

The following materials are also available from the above:

- *The Child as Citizen in Canada;*
- *One Million Children.* A report on emotional and learning disorders;
- Bakan, David; Eisner, Margaret; and Needham, Harry G. *Child Abuse* (1976). A bibliography.

Canadian Council on Social Development, 55 Parkdale Avenue, P.O. Box 3505, Postal Station C, Ottawa, Ontario K1Y 4G1.

This organization is the source of numerous publications on a variety of social issues in Canada. New publications are regularly introduced, such as *Canadian Fact Book on Poverty* (1979) and *Foster Care and Adoption in Canada.* *Perception* is the council's bimonthly journal of social comment. It includes many articles that are important to family studies. Among the topics covered in previous issues are sex-role stereotyping of school children, social housing, the adolescent single parent, the influence of television on family solidarity, and aging.

*Canadian Home Economics Journal.* Canadian Home Economics Association, National Office, 203 Burnside Building, 151 Slater Street, Ottawa, Ontario K1P 5H3.

This quarterly journal issued to members of the Canadian Home Economics Association contains articles, news, and book reviews on matters of current interest in the home economics field in Canada.

*Canadian Mental Health Association,* 2160 Yonge Street, Toronto, Ontario M4S 2Z3.

This organization distributes a variety of free pamphlets on subjects such as stress, emotional maturity, and anger. Local branches are situated throughout the province.

Canadian Research Institute for the Advancement of Women, Suite 415, 151 Slater Street, Ottawa, Ontario K1P 5H3.

The aims of this non-profit organization are to encourage, co-ordinate, and disseminate research. Among the topics researched to date are women and work and women and health. The institute also publishes a newsletter. Although the materials from this organization are not directed to secondary school students, some of the research will provide information for teachers.

*Canadian Society for Prevention of Cruelty to Children,* 298 First Street, Box 700, Midland, Ontario L4R 4P4.

This non-profit, federally funded enterprise is a clearing house of information associated with the prevention of child abuse. Its main goals are primary prevention and parent education. The society has

been most generous in assisting secondary school students who write for information for projects. It publishes a journal four times a year.

*The Changing Times.* The Kiplinger Washington Editors, Inc., Editors Park, Maryland 20782.

This magazine features various aspects of money management for the average householder. Although some of the content is not applicable to Canada, information is provided that is relevant for all courses of family studies. Among such relevant articles are "Light Your House for Less", "Floor Tiles", and "Feeding the New Baby".

Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003.

The focus of this organization is on the professional whose primary function is to assist children in trouble. It publishes a yearly catalogue which includes information on sexuality and infant care, as well as a curriculum guide to early-childhood education.

Clearinghouse on Child Abuse and Neglect Information, c/o Herner and Company, 1700 North Moore Street, Arlington, Virginia 22209.

This organization is sponsored by the National Center on Child Abuse and Neglect, Children's Bureau, Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Service, P.O. Box 1182, Washington, D. C. 20013. It distributes a wide variety of materials on child neglect and abuse.

Community Information Centres.

These referral centres are situated throughout the province. Assistance is available in locating agencies that will give help to students and that will provide resource material for independent study. Child-care centres are also listed. The school or public library should be able to provide the address of the centre in the local area. This information is also available by writing the Community Information Centre of Metropolitan Toronto, 34 King Street East, Toronto, Ontario M5C 1E5. This Toronto agency distributes the guide *Profiles*.

Community Legal Education, Ontario. *Consumer Protection Law.* Toronto: Community Legal Education, 1979.

This gives very basic legal information to the consumer. Among the topics covered are the following: contracts, defective goods, door-to-door selling, credit, and consumer reporting. This publication is revised whenever legislation changes.

*The Consumer.* Canadian Standards Association, 178 Rexdale Boulevard, Rexdale, Ontario M9W 1R3.

This bulletin gives consumer and maintenance information on a variety of items (e.g., insulation hazards, kettles, child safety).



*Consumer Reports*. Consumers' Union, 256 Washington Street, Mount Vernon, New York 10550. (Subscription address: Director, *Consumer Reports*, P.O. Box 1000, Orangeburg, New York 10962.)

This monthly publication gives reports of comparative performance tests on a variety of goods and services.

Development Education Centre, 121 Avenue Road, Toronto, Ontario M5R 2G3.

This organization distributes material about Third World issues (aging, occupational hazards of women, history of women's issues, world food, nuclear issues, native peoples, and others). It maintains a reference library that the public is invited to use. Materials for sale include pamphlets, audiotapes, and books. Films are available for rent or purchase. All materials should be used with discretion. The centre distributes two catalogues.

*Dialogue: A Consumer Newsletter*. Standards Council of Canada, 350 Sparks Street, Ottawa, Ontario K1R 7S8.

This periodical is intended to provide a forum for the exchange of information on consumer-related standards. The Winter 1978-79 issue gives standards for a child's environment.

*Dispatch*. Health Protection Branch, Health and Welfare Canada, 2301 Midland Avenue, Scarborough, Ontario M1P 4R7.

This bulletin informs consumers of the methods used by the federal government to protect the public from preventable health hazards and describes ways in which consumers can protect themselves. Back issues are available. The following are of interest:

- *Addition of Nutrients to Foods* (Spring 1980)
- *Aflatoxins and Consumer Protection* (Winter 1979)
- *Canadian Drug Laws and the Consumer* (Fall 1977)
- *Food Additives* (Summer 1977)
- *A Look at the Dietary Standard for Canada* (Winter 1979)
- *Microbial Food Poisoning* (Summer 1977)
- *Nutrition Canada Survey* (Winter 1978)

Dobbie, Judy, and Bill, Philippa. *Fetal Alcohol Syndrome*. Toronto: Addiction Research Foundation, 1979.

Dobbie and Bill state that averting the possibility of fetal alcohol syndrome depends on recognizing a pattern of alcohol use during pregnancy and interrupting it. The pamphlet describes the physical, mental, and growth abnormalities of children born of alcoholic mothers. The information is alarming: average figures for FAS infants show 38 per cent of normal weight and 65 per cent of normal height at the age of one. One study showed that their mean IQ score was 68. Congenital abnormalities have been found in babies whose mothers had as little as one and one-half drinks a day. Perhaps the task of family studies teachers is to educate about FAS before alcoholism develops. See the listing for the film *Fetal Alcohol Syndrome* in the films and videotapes listings for section 2 of this resource document.

Dow, Ruth McNabb. *Changing Societal Roles and Teaching*. Washington: Home Economics Education Association, 1975.

This booklet includes the following topics: sex-role stereotyping, the effects of socialization on males and females, influences on lifestyles, and suggestions for teaching strategies.

Energy Probe, 43 Queen's Park Crescent East, Toronto, Ontario M5S 2C3.

This organization publishes materials on energy conservation. The pamphlet *Facts on Energy Conservation* gives some information on conservation in the residential sector.

*FACS Sheet*. College of Family and Consumer Studies, University of Guelph, Guelph, Ontario N1G 2W1.

An ongoing newsletter focusing on important aspects of family studies.

*Families*. Secretariat for Social Development, 1st Floor, Whitney Block, Queen's Park, Toronto, Ontario M7A 1A2.

This quarterly newsletter intended for individuals and organizations concerned about family life in Ontario promotes discussions about social issues affecting the family.

*The Family Coordinator*. National Council on Family Relations, Minneapolis, Minnesota.

This journal of education, counselling, and services includes a high school exchange section and a review of educational materials. In addition to regular newsletters, this journal and the *Journal of Marriage and the Family*, each issued quarterly, are sent to members of the National Council on Family Relations.

*Family Life*. American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, California 90027.

This bimonthly service bulletin of the American Institute of Family Relations contains articles on pertinent social issues, book and media reviews, and notices of meetings and workshops.

*The Family Life Educator*. Sheridan College, Oakville, Ontario L6H 2L1.

This newsletter features articles by leading educators in the field of family life and also contains announcements, reports of workshops, and book and film reviews of interest to Ontario educators.

Family Pastimes, R.R. 4, Perth, Ontario K7H 3C6.

This organization produces a series of games in which the participant must be co-operative in order to win. The games are useful in classroom simulations.

Fehr, Kevin O'Brien; Kalant, Oriana Josseau; Kalant, Harold; and Single, Eric. *Cannabis: Adverse Effects on Health*. Toronto: Addiction Research Foundation, 1980.

This pamphlet gives an academic approach to the summarization of the latest information concerning marijuana. The Addiction Research Foundation

maintains one of the most-complete archives on marijuana literature anywhere in the world.

Finnegan, L.P., and Fehr, K.O. "The Effects of Opiates, Sedative-Hypnotics, Amphetamines, Cannabis and Other Psychoactive Drugs in the Fetus and Newborn". In *Research Advances in Alcohol and Drug Problems: Drug Problems in Women*, edited by O.J. Kalant. New York: Plenum Publishing, 1980.

This thorough survey of existing research is important in any course on prenatal development.

Forum. Toronto Arts Productions, St. Lawrence Centre, 27 Front Street East, Toronto, Ontario M5E 1B4.

This open forum, free to the public, includes a panel of speakers. The format usually consists of a confrontation between specialists and representatives of the press. Many of the topics presented to date have been of interest to family studies teachers (e.g., teenage obesity, child pornography, and infant nutrition). The organization listed above will mail notices of coming meetings, if requested.

*Gatt-Fly Report*. 11 Madison Avenue, Toronto, Ontario M5R 2S1.

This newspaper is published by Gatt-Fly, an association of Canadian churches for global economic justice. The August 1978 and September 1979 issues are of interest to foods teachers. Back issues are available.

Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

HEEA is a group of home economics educators with these objectives: to help home economics promote a better understanding of family and community life, to improve the quality of home economics instruction, and to broaden the scope of the curricula. The association's publications are inexpensive and varied. They include the following: *Knowing the Elderly in Your Community Through Economics* (1979), *Choosing Techniques for Teaching and Learning* (1979), *Test Item Construction in the Cognitive Domain* (1979), and *Concomitant Learnings: Hidden Influences in the Classroom* (1978).

*Human Ecology Forum*. Box 27, Roberts Hall, Cornell University, Ithaca, New York 14853.

Published four times a year, each issue has a theme of current interest. The articles range through a variety of disciplines relevant to family studies.

*Illinois Teacher of Home Economics*. 351 Education Building, University of Illinois, Urbana, Illinois 61801.

This periodical features articles and learning strategies developed and tested by teachers for all five areas of family studies. Each volume of five issues usually has, as an overall theme, an issue of importance to the profession.

Interpersonal Communications Programs, Inc., Minneapolis, Minnesota.

This is a source of programs on specific aspects of interpersonal communication.

*Journal of Comparative Family Studies*. c/o Dr. George Kurian, Department of Sociology, University of Calgary, 2920 24th Avenue N.W., Calgary, Alberta T2N 1N4.

This biannual journal publishes scholarly articles that discuss the family from an interdisciplinary and international viewpoint.

*Journal of Consumer Affairs*. American Council of Consumer Interests, Stanley Hall, University of Missouri, Columbia, Missouri 65201.

Issued twice a year, this journal contains research articles and book reviews by and for educators. A newsletter providing annotated bibliographies of books is distributed nine times a year to members of the American Council of Consumer Interests. Members also receive pamphlets, journal articles, and *Consumer Education Forum*, which is issued four times a year and gives ideas for use in the classroom.

*Journal of Marriage and the Family*. National Council on Family Relations, Minneapolis, Minnesota.

This is a journal of scholarly review and research articles, book reviews, and information on the family. The "international" section sometimes contains articles from Canadian sources. This journal is issued quarterly to members of the National Council on Family Relations, who also receive *The Family Coordinator* and a newsletter providing information on meetings, workshops, new books, and films.

*Marriage and Family Review*. Haworth Press, 149 Fifth Avenue, New York, New York 10010.

This bimonthly journal contains abstracts from more than 1400 journals in the social and behavioural sciences.

Meeks, Donald E. *Alcoholism and the Family*. Toronto: Addiction Research Foundation, 1978.

This pamphlet, written for families of alcoholics, advises them to get professional help and describes the type of help available. It could be distributed in conjunction with *Francesca Baby* (see the films and videotapes listings in this section of the resource document).

Metric Commission, 240 Sparks Street, Ottawa, Ontario K1A 0H5.

This organization distributes various free publications.

Minnesota Council on Family Relations, 1219 University Avenue S.E., Minneapolis, Minnesota 55414.

This association is the source of a variety of publications on the family.

National Association for the Education of Young Children, 1834 Connecticut Avenue N.W., Washington, D.C. 20009.

This association distributes a number of publications and the magazine *Young Children*.



National Center for Educators in Child Welfare, Education Commission of the States, 300 Lincoln Street, Denver, Colorado 80295.

This organization is primarily concerned with the development and dissemination of child-abuse-and-neglect materials for professionals in all levels of education. Its booklet *Education for Parenthood* is an important paper for family studies teachers. It includes a rationale for parenting education.

The National Foundation March of Dimes, Box 2000, White Plains, New York 10602.

This organization publishes a variety of materials (books, films, other publications). The content centres on birth defects and prenatal care.

*National Geographic*. National Geographic Society, 17th and M Streets N.W., Washington, D.C. 20036.

The articles in this monthly magazine give insights into the food, clothing, shelter, and family life of many different groups of people. Its lavish, coloured photographs are an excellent resource.

National Institute on Mental Retardation, Kinsmen NIMR Building, York University Campus, 4700 Keele Street, Downsview, Ontario M3J 1P3.

The publications department sells a variety of books on mental retardation and will send out a descriptive list of them on request. The John Orr Foster Memorial Library (NIMR National Reference Service) contains books, films available for rent, reports, and videotapes. It is a good resource area for students of "The Canadian Family in Perspective" who are involved in independent study. The library's books are available through interlibrary loan. The library also has a good selection of films about the work of Jean Vanier (see *If You're Not There, You're Missed*, listed in the films and videotapes listings in this section).

*New Internationalist*. Wallingford, Oxon. England. Available in Canada from 1975 Carlton Street, Toronto, Ontario M5A 2K3.

This periodical is owned jointly by Oxfam and Christian Aid. Its purpose is to report on world poverty and to assist in the distribution of information about world development. Much of the material is related to the area of "Food and Nutrition", but some is relevant in other areas as well. The following three issues were devoted to different aspects of childhood and are still available:

- No. 58, "The Hand That Rocks the Cradle", includes information on the effects of malnutrition, childhood in China, and a guest column by Margaret Mead.
- No. 66 argues that many children's problems arise from the artificial nature of childhood itself.
- No. 76 contains autobiographical sketches of poverty-stricken children from around the world.

*Newsletter*. Center for Parent Education, 55 Chapel Street, Newton, Massachusetts 02160.

Burton White is the director of this organization which provides information on the first three years of life. The centre has two main objectives: to provide

public information through mass media and to provide support services for professionals. It produces various resources including audiotapes, seminars, and the *Newsletter*. The *Newsletter* presents articles on special topics such as hearing loss, reviews of educational materials, listings of resources, and articles on current events in the field.

*Newsletter of the Family Studies—Home Economics Association of Ontario*. The Ontario Educational Association, 252 Bloor Street West, Toronto, Ontario M5S 1V7.

This newsletter is issued twice a year to members of the association. It contains feature articles, book and media reviews, and strategies developed and tested by teachers for interpreting the family studies programs in the province of Ontario.

*Newsletter, National Survival Institute*. National Survival Institute, 229 College Street, 3rd Floor, Toronto, Ontario M5T 1R4.

Emphasis is given to the conserver society with articles on houses that require low energy, co-ops, gardening, and doing more with less. It is useful to teachers of "Management of Family Resources" and of "Housing".

Ontario Milk Marketing Board, Nutrition Education Co-ordinator, 50 Maitland Street, Toronto, Ontario M4Y 1C7.

A Program for Early Childhood Educators is held from time to time throughout the province. This might be interesting for teachers whose students are involved in day-care experiences.

Ontario, Ministry of the Attorney General. *Family Law Reform*. Toronto: Ministry of the Attorney General, 1978.

This pamphlet explains the 1978 family-law reforms in Ontario. See the listing for *Family Law Reform* in the films and videotapes listings for this section.

Ontario, Ministry of Community and Social Services. *Child Abuse Reporting Laws: The Child Welfare Act, 1978*. Toronto: Queen's Printer, June 1979.

This is an important document for all teachers and a useful source book for the areas of "Family and Child" and "The Canadian Family in Perspective".

Ontario, Ministry of Community and Social Services, Children's Services Division, Child Abuse Program, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9.

The Ministry's publications include *The Abused Child*, a basic book for the general public; *You and the Abused Child*; and *Every Person*. The two latter books are written for the professional. The Ministry also distributes films about child abuse and child neglect. A catalogue of these is available from the address above, but the films are distributed through Modern Talking Picture Service.



Ontario, Ministry of Community and Social Services, Communications Branch, 7th Floor, Hepburn Block, Toronto, Ontario M7A 1E9.

Materials are being developed concerning early-childhood education in the following areas: how to choose good day-care education, a day-care operator's handbook, a bibliography on early-childhood education, early-childhood nutrition, and equipment and activities for early-childhood education.

Ontario, Ministry of Consumer and Commercial Relations, Consumer Information Centre, 555 Yonge Street, Toronto, Ontario M7A 2H6.

This agency provides a variety of important services for family studies teachers. These include pamphlets that offer consumer facts in such areas as housing and condominiums, bibliography lists, booklets, a library, and a film-loan service. The following items are particularly relevant to family studies:

- *Consumer Education Materials* (1977). This kit is available through the Ontario Publications Centre and has been prepared for use in consumer-education courses. It is divided into five parts: credit, transportation, money, housing, and insurance. While it does not address itself to the central issues of family studies, the extensive factual information will be very useful within a family studies framework. Teachers will have to add their own activities for the study of personal and societal values, interpersonal relationships, and decision-making.
- *Guide to Consumer Education Materials* (1978). This extensive and excellent annotated bibliography includes the following areas: the economic system, decision-making and values, consumer motivation, consumerism and money management, consumers' rights, and teachers' guides.

Ontario, Ministry of Education.

The following publications are available from the Ministry of Education, Queen's Park, Toronto, or from any of the regional offices of the Ministry of Education:

- *Changing Roles in a Changing World* (n.d.). This resource guide, which focuses on the female student, contains a discussion of issues and some suggestions for action by the teacher, counsellor, and administrator.
- *Evaluation of Student Achievement: A Resource Guide for Teachers* (1976). This publication gives a broad treatment of evaluative approaches and concepts, including a discussion of standards, goals, objectives, and the process of evaluating, summarizing, interpreting, and communicating student achievement.
- *The Formative Years* (1975). This statement of provincial curriculum policy for the Primary and Junior Divisions of the public and separate schools of Ontario is an essential resource for any course in which child development and socialization of the five- to twelve-year-old is taught.
- *Girls and Women in Society* (1977). This is an extensive resource list.
- *Research Study Skills* (1978).

This document was meant to provide curriculum ideas for teachers of history and geography in the

Intermediate Division. The processes described are related to the decision-making process used by family studies teachers, and the material is easily transferable to Senior secondary students. It is an invaluable document to any teacher with students on independent study.

- *Sex Roles: Biological and Cultural Interactions as Found in Social Science Research and Ontario Education Media* (1977).

This extensive research study focused on sex differences and the extent to which these differences are the result of socialization or differing opportunities. The study was primarily drawn from educational literature in Ontario, and one of the conclusions is that females are seriously under-represented in texts in all subject areas and that this underrepresentation is most serious in social studies and science texts.

The study is important to the family studies teacher in extending an awareness of this problem, as material for "The Canadian Family in Perspective" (unit 3), and as material for students who choose sex-role stereotyping as a topic for independent study.

- *Sex-Role Stereotyping and Women's Studies* (n.d.).

This important document, designed to assist all teachers in establishing a learning environment that is free of sex-role stereotyping, emphasizes the female experience and is essential for the family studies teacher in understanding the goals of education as set down by the province in relation to role perception. Objectives and strategies are suggested, and a useful bibliography is included. A special section is allocated to family relationships.

- *From Values to Laws* (1977).

A document intended for the teachers of the Primary and Junior Divisions, this is a useful resource for family studies teachers of child development. A values matrix is given showing the congruence between relationships and social needs (values, responsibilities, rules, etc.).

Certain aspects of courses developed from any of the following guidelines could relate to some family studies courses. Teachers should be aware of the philosophies and emphases of the various guidelines.

- *Consumer Studies, Intermediate and Senior Divisions*, 1972
- *History, Senior Division*, 1970
- *Man in Society RP.48*, 1965
- *People and Politics, Senior Division*, 1972
- *Physical and Health Education, Senior Division*, 1975
- *Urban Studies, Senior Division*, 1971
- *Visual Arts (Towards Visual Awareness), Senior Division*, 1976

Ontario, Ministry of Treasury and Economics. *Ontario Statistics*. Toronto: Central Statistical Service, annual. Available from Ontario Publications Centre, Ministry of Government Services.

Extensive data in this official statistical reference cover the social, economic, and financial life in Ontario. The publication is relevant to the areas of "Housing", "Management of Family Resources", and

"The Canadian Family in Perspective" (units 2 and 4). A new volume is published yearly.

Ontario, Provincial Secretariat for Social Development. *Compendium to the Family as a Focus for Social Policy: A Brief Description of the Government of Ontario's Programs That Assist Families*. Toronto: Queen's Printer, 1979.

This booklet lists the family-related and child-related programs and services of each ministry.

Ontario Public Health Association/Canadian Public Health Association, 1335 Carling Avenue, Suite 210, Ottawa, Ontario K1Z 8N8.

This organization distributes journals such as the *Canadian Journal of Public Health* and its supplements on specific health topics. The association rents out films, publishes a newsletter, distributes World Health Organization materials throughout Canada, and holds workshops from time to time. Concerns of interest to family studies teachers include nutrition, consumers' rights, prenatal care, childbirth, child care, and others.

Ontario Secondary School Teachers' Federation. *Curriculum Implementation: A Teacher's Guide to Curriculum Implementation*. Toronto: Professional Development Committee, Ontario Secondary School Teachers' Federation, 1979.

This publication has been designed to assist teachers in implementing Ministry guidelines. It is an important resource for the family studies teacher in designing and assessing courses of study.

Ontario Status of Women Council, 3rd Floor, 700 Bay Street, Toronto, Ontario M5G 1Z6.

The council's publications include *About Face*, *Towards a Positive Image of Housewives*, and *Words That Make Women Disappear*.

Ontario Youth Secretariat, Queen's Park, Toronto, Ontario M7A 1Z1.

This organization has various publications relating to job and career selection.

*Pollution Probe Presents the Unfinished Age* (n.d.). Pollution Probe Foundation, 43 Queen's Park Crescent East, Toronto, Ontario M5S 2C3.

This large poster is designed to encourage conservation in many areas (e.g., food, energy, consumerism, water). It includes an action checklist, a list of relevant organizations, and a list of recommended reading materials.

Rigney, Kleona B., and Corsini, Raymond J. *The Family Council*. The Rudolf Dreikurs Unit of Family Education Association, 1970. Available from the Alfred Adler Institute of Ontario.

This simple pamphlet outlines the procedure involved in establishing a family council. A family council has the purpose of taking up the business of the family, making plans, establishing rules, expressing complaints, making decisions, and so on.

Rosett, H.L. "The Effects of Alcohol on the Fetus and Off-spring". In *Research Advances in Alcohol and Drug Problems: Drug Problems in Women*, edited by O.J. Kalant. New York: Plenum Publishing, 1980.

Gives academic support to the pamphlet *Fetal Alcohol Syndrome*.

Royal Ontario Museum, Educational Services Department, 100 Queen's Park, Toronto, Ontario M5S 2C6.

Class visits may be arranged on a variety of subjects: clothing, social conditions and change, furniture and household equipment, and others. The Sigmund Samuel Canadiana Building at 14 Queen's Park Crescent is part of the museum and specializes in Canadiana of the eighteenth and nineteenth centuries and of French Canada.

School and Community Service Project, 24 Silview Drive, Willowdale, Ontario M2M 2B3. (Write to the Program Development Officer.)

The goal of this organization is to establish liaison between family studies students and the aged in the community who need assistance. Its objectives include home services for the elderly, practical work experience for students, and teaching young people concepts of "aging". Work in the homes of the elderly is correlated to family studies curricula as field work for independent study in Grade 13 or as a part of other family studies courses. Members of Development Education in Action (see above) serve as an associate group and present a program to family studies classes.

This program was designed for schools in Metropolitan Toronto, but the program development officer has information for groups who wish to get started elsewhere in the province.

Sex Education and Information Council of Canada (SIECAN), 423 Castlefield Avenue, Toronto, Ontario M5N 1L4.

SIECAN is a non-profit organization which distributes material concerning sexuality to health-care professionals. The *Newsletter*, published at least twice a year, includes abstracts of academic research, newspaper clippings, book reviews, and notices of seminars and conferences. Its broad selection of topics includes some that are relevant to high school students (e.g., sexual ethics, birth control, communication, and sexual dysfunction), SIECAN arranges workshops for teachers and loans audio-visual materials to its members.

Superintendent of Documents, U.S. Government Printing Office. *Selected U.S. Government Publications*. Washington: Superintendent of Documents, U.S. Government Printing Office.

This pamphlet, listing recent publications of the various branches of the United States government, is issued periodically. The relatively inexpensive government publications listed include pamphlets and books of interest in many areas of family studies and in general education.



*Tips and Topics.* College of Home Economics, Texas Tech University, P.O. Box 4170, Lubbock, Texas 79409.

This publication in newsletter format contains ideas for teaching, book and media reviews, and articles on issues of current interest in all areas of family studies.

*Transition.* Vanier Institute of the Family, 151 Slater Street, Ottawa, Ontario K1P 5H3.

This newsletter is issued to members of the Vanier Institute of the Family and contains information on the activities of this Canadian organization. It also includes articles on Canadian publications and announcements of meetings.

TVOntario. *Women's Studies: Video Resources Catalogue.* Toronto: TVOntario, 1979.

This catalogue lists videotapes on a variety of women's subjects including the family and marriage, sexuality, and the history of women. Ideas for class discussion, bibliographies, and a list of related organizations are also included.

*U.B.C. Viewpoint.* Child Study Centre, University of British Columbia, 2855 Acadia Road, Vancouver, British Columbia V6T 1S1.

This is a newsletter-style publication on matters related to early-childhood education.

Vanier Institute of the Family, 151 Slater Street, Ottawa, Ontario K1P 5H3.

Membership in this organization is open to anyone interested in issues affecting family life.

*What's New in Home Economics.* North American Building, 411 North Broad Street, Philadelphia, Pennsylvania 19108.

This newsletter, published fifteen times a year, serves as a clearing point for information about home economics published elsewhere. Much of the American material is not relevant here, but the paper does have some very good information on a variety of subjects (parenting, children of divorce, textiles, nutrition, and so on).

*Who Does What in Consumer Matters?* Ottawa: Consumer and Corporate Affairs; Toronto: Ministry of Consumer and Commercial Relations, n.d.

This pamphlet describes the responsibilities of both of the above organizations, listing their branch offices throughout the province. Resource lists are also included.

Women's Bureau, Ontario Ministry of Labour, 400 University Avenue, Toronto, Ontario M7A 1T7.

The Women's Bureau puts out a variety of leaflets with up-to-date information on women in the labour force and on affirmative action. It also publishes some statistics on day care, operates a vocational referral service, and distributes some films.

## Films and Videotapes

*All Bottled Up.* Aims Media Films (now Charles Cahill), 1975. 16 mm, colour, 11 min. Distributed by International Tele-Film Enterprises. Also available for loan from Addiction Research Foundation.

This animated film describes the problems of a child or adolescent attempting to cope with parental drinking problems. The film gives an action plan for the student: to find other support systems; to act, not react; to learn how to release feelings; and to have the courage to lead one's own life. The student must find him-/herself before trying to cope with an alcoholic parent. Students have frequently chosen this film to bring into the classroom to show their peers.

*All in the Same Boat.* Film Australia, 1977. 16 mm, colour, 15 min. Distributed by Viking Films. Also available for loan from Addiction Research Foundation.

A young Australian woman is isolated in her role as a wife and mother. Her husband feels that he has his work and she has hers and does not attempt to understand the problem. A doctor gives her pills to help her sleep at night, and the film focuses on decisions related to drug and alcohol use.

This is a contemporary, interesting film that contains realistic, candid shots. Uses of the film include discussions on readiness for marriage, flexibility of role interpretation, the need for parent education, and the importance of decision-making in relation to long-term goals.

*Apartment 209.* Ontario, Ministry of Community and Social Services, 1973. 16 mm, colour, 29 min. Distributed by Modern Talking Picture Service.

A documentary about Lewis Blancher and Jean McKim who both have cerebral palsy. The couple have married and moved out of a residence for the handicapped and into their own apartment. The film explores the basic issues of disability in today's society and treats other fundamental issues as well: mutual support, independence and self-worth, goal-setting, decision-making, and making plans for the future.

*The Bakery.* Sunrise Films, 1977. 16 mm, colour, 27 min. Distributed by Viking Films.

This is the story of a family that established itself in 1912 as the first business in what is now the Kensington Market in Toronto. Stability and change in the Perlmutter family is as much the subject of this film as is the baking and selling of bread. Teachers can use this film in discussions of values, relationships, food and nutrition, family and child, and the management of family resources.

*The Blue Dashiki: Jeffrey and His City Neighbors.* Encyclopaedia Britannica Films, 1969. 16 mm, colour, 14 min. Distributed by Visual Education Centre.

Filmed in a commercial, urban neighbourhood, this film, without narration or dialogue, traces the adventures of a young black boy who wants to earn money to buy a dashiki that he has seen in a local African import shop. It contains many ideas for a discussion on values relating to clothing, personal relationships, and economics.

*Cathy Come Home*. British Broadcasting Corporation, 1966. 16 mm, b/w, 75 min. Not available commercially.

This well-known film tells the story of the trials, tribulations, and frustrations of a young English immigrant couple in their attempts to maintain family life in the face of housing problems. The film has a historic interest with a setting in the early 1950s.

*Cipher in the Snow*. Brigham Young University, 1973. 16 mm, colour, 24 min. Distributed by International Tele-Film Enterprises.

Based on a true story of the same title, the film is about a boy whom nobody thought important. It relates to the topic of socialization by family, peers, and school and to inadequate behavioural goals. See Dreikurs, *Children – The Challenge*, in the book listings for section 2.

*Day Care: The Newest Tradition*. Filmwest (for the Department of National Health and Welfare), 1978. 16 mm, colour, 28 min. Distributed by National Film Board.

This film outlines the current problems concerning the lack of suitable day-care facilities.

*A Day in the Life of Bonnie Consolo*. Barr Films, 1975. 16 mm, colour, 17 min. Distributed by Gordon Watt Films.

This is a portrait of Bonnie Consolo, who, although born without arms, is nevertheless able to lead a normal, productive life. Bonnie explains her thoughts about life as the film follows her through her daily routine. Teachers can use this film in discussions of any of the four unifying concepts as applied to the handicapped in the areas of "Family and Child", "Management of Family Resources", "Housing", and "Clothing".

A Different Understanding Series. TVOntario.

Children's learning disabilities are explored from the point of view of the children as well as that of the experts in this series of videotapes. Most of the programs would suit independent study in "The Canadian Family in Perspective", but the dramas could be used with child development in the "Family and Child" area as well. The section on diet, *The Invisible Handicap*, could be included in a study of "Food and Nutrition". A more-extended version of these programs is available in TVOntario's Every Child Is Special Series.

- *Contact*. BPN 176001. Colour, 60 min. Unlimited.

A documentary about autism which describes a therapy program and includes interviews with parents and professionals.

- *Hard Choices*. BPN 185903. Colour, 15 min. Expiry date: October 31, 1984.

Different types of child abuse are represented.

- *How Do the Gifted Grow?*. BPN 183501. Colour, 30 min. Expiry date: March 1985.

Four types of gifted children are described.

- *The Invisible Handicap*. BPN 164102. Colour, 30 min. Expiry date: September 15, 1983.

Research into the brain's function and into the possible causes of learning disabilities. Diet, toxins,

drugs, and prenatal research are some of the topics examined.

- *It Happened to Me*. BPN 185902. Colour, 15 min. Expiry date: December 14, 1984.

Adolescents tell how they were abused and how their sense of personal worth was damaged.

- *I Was a Kid Who Couldn't and Now I Can*. BPN 164104. Colour, 30 min. Expiry date: February 23, 1984.

A visit to various treatment centres.

- *Pearls in the Alphabet Soup*. BPN 183503. Colour, 30 min. Expiry date: June 1985.

This program investigates the best way to provide for gifted children.

- *A Question of Codes*. BPN 164103. Colour, 30 min. Expiry date: March 16, 1984.

Discusses how learning disabilities in children are recognized.

- *Tag Along*. BPN 164105. Colour, 30 min. Expiry date: June 1, 1983.

A drama of Jan who has a learning disability and has trouble making sense of what she hears. The program shows how a learning disability can affect a child's life outside school.

- *Upper Reaches*. BPN 178003. Colour, 30 min. Expiry date: March 1985.

An adolescent boy struggles through his parents' divorce.

- *What Do You Do With a Kid Like That?*. BPN 164101. Colour, 30 min. Expiry date: January 28, 1983.

A drama recreating three days in the life of a fifteen-year-old boy whose reading difficulties lead to stress.

- *What's Bugging Him?*. BPN 185901. Colour, 15 min. Expiry date: October 27, 1984.

The story of two young children who are abused by their mother.

*Evan's Corner*. Bailey Films, 1969. 16 mm, colour, 23 min. Distributed by Holt, Rinehart and Winston.

Evan lives in a crowded urban ghetto. He longs for a place where he can be alone. His mother helps him achieve his goal of solitude, but he finds that something is missing. With his mother's help he learns that to be happy one cannot live alone in a corner, but must be willing to step out and help others. This film can be applied to the four unifying concepts of family studies and to the following areas: "Management of Family Resources", "Housing", and "Family and Child".

Every Child Is Special Series. TVOntario.

In each of the ninety-minute programs in this series host Harry Brown screens one of the videotapes from the A Different Understanding Series (see above) and interviews experts and parents on the topic of the videotape. Each program also contains some phone-in participation by the viewing audience. More information on this series may be obtained from TVOntario.



*Family Law Reform.* Ontario, Ministry of the Attorney General, 1978. 16 mm, colour, 29 min. Distributed by Modern Talking Picture Service.

This film explains the 1978 Family Law Reform Act through the use of a dramatization of a couple about to separate. Points in the script are explained through interviews with lawyers.

*The First Step.* Motivation, 1975. 16 mm, colour, 28 min. Available for loan from Addiction Research Foundation.

A realistic portrayal of a family conflict in which alcohol is the focal point. The film explores various tensions in the family and is an excellent teaching aid to help in decision-making concerning drugs.

Footsteps Series. TVOntario.

This series of videotapes consists of dramas involving five families which represent quite different socio-economic backgrounds. The series is intended for parent education, and the individual programs deal with such topics as the importance of individuality in adolescent learning, adjusting to day care, forms of discipline, and the deaf child. A description of each program in the series is available from TVOntario.

- *And We Were Sad, Remember?*. BPN 180306. Colour, 30 min. Unlimited.
- *Christinitas*. BPN 180319. Colour, 30 min. Unlimited.
- *First Signs of April*. BPN 180303. Colour, 30 min. Expiry date: December 31, 1984.
- *Hairy Scary*. BPN 180316. Colour, 30 min. Expiry date: December 31, 1984.
- *I'll Dance at Your Wedding*. BPN 180320. Colour, 30 min. Expiry date: December 31, 1984.
- *I Love You When You're Good*. BPN 180311. Colour, 30 min. Expiry date: December 31, 1984.
- *Love Me and Leave Me*. BPN 180307. Colour, 30 min. Unlimited.
- *New Kid on the Block*. BPN 180314. Colour, 30 min. Expiry date: December 31, 1984.
- *No Comparisons*. BPN 180302. Colour, 30 min. Expiry date: December 31, 1984.
- *Queen for a Day*. BPN 180301. Colour, 30 min. Expiry date: December 31, 1984.
- *The Scratching Role*. BPN 180315. Colour, 30 min. Expiry date: December 31, 1984.
- *The Secrets of Little Ned*. BPN 180312. Colour, 30 min. Expiry date: December 31, 1984.
- *Spare the Rod*. BPN 180308. Colour, 30 min. Unlimited.
- *Stacking the Deck*. BPN 180318. Colour, 30 min. Unlimited.
- *There Comes a Time*. BPN 180317. Colour, 30 min. Expiry date: December 31, 1984.
- *Tightrope*. BPN 180313. Colour, 30 min. Expiry date: December 31, 1984.
- *True Blue*. BPN 180310. Colour, 30 min. Unlimited.
- *Two to Get Ready*, BPN 180304. Colour, 30 min. Expiry date: December 31, 1984.
- *What's Cookin?*. BPN 180309. Colour, 30 min. Unlimited.
- *Who Is Sylvia?*. BPN 180305. Colour, 30 min. Unlimited.

*Francesca Baby.* Walt Disney Educational Media, 1976. 16 mm, colour, 46 min. Distributed by Magic Lantern. Also available for loan from Addiction Research Foundation.

A Grade 11 girl is forced to take on the role of the adult in her family because of the absence of her father and the alcoholism of her mother. Francesca discovers that other teenagers have similar problems and joins an Alateen group.

This realistic film with a strong emotional impact explores more than just its main theme, that of the alcoholic parent. It also examines the importance of the support and understanding of one's peer group, and the systems and agencies in the local community from which the adolescent may gain help.

*Free to Be You and Me.* ABC TV Films, 1974. 16 mm, colour, 42 min. Distributed by McGraw-Hill Ryerson.

Based on the book and record of the same title, this film presents a series of stories and songs intended to help boys and girls feel free to be who they are and who they want to be. Marlo Thomas and her friends perform.

*Free to Choose.* Film Fair Communications, 1974. 16 mm, colour, 16 min. Distributed by Marlin Motion Pictures.

This film is about sex-role stereotypes: woman as housewife, man as worker. In discussing the breaking-away from stereotypes, the film reminds us that people of both sexes should not be discouraged from pursuing whatever individual skills they possess.

*Gurdeep Singh Bains.* National Film Board, 1976. 16 mm, colour, 12 min.

Making the transition between the culture of his family and the culture of his school is all part of the day's routine for Gurdeep, a thirteen-year-old Sikh from a dairy farm in British Columbia. The film has many possibilities for family studies: the subculture, the influence of other institutions on the boy's value system, and his modelling after his father because of his admiration and affection for him. All four unifying concepts of family studies are illustrated here.

*Happiness Is/Le petit bonheur.* National Film Board, 1972. 16 mm, colour, 8 min.

Made with animated paper cutouts, this film has an evocative musical accompaniment. Its subject is the disagreements among people, with and without children, on what is best for a child.

*The House That Jack Built.* National Film Board, 1967. 16 mm, colour, 8 min.

This animated film looks at values relating to the acquisition of a home and possessions. Teachers can use it in a discussion of values and relationships in the following areas: "Management of Family Resources", "Housing", "Family and Child".

*If You're Not There. You're Missed.* Religious Television Associates, 1967. 16 mm, b/w, 28 min. Distributed by Marlin Motion Pictures. Also available for rent from National Institute on Mental Retardation.

A classic film about the work of Jean Vanier at L'Arche, the community he founded at Trosly-Breuil, a small town north of Paris. The film shows Vanier's spirit, his unconditional positive regard and encouragement for members of the community, his "family". The cameras take the viewer into the life of the mentally retarded: in the community, in the workshops, at dinner, in the chapel. The National Institute on Mental Retardation also has newer films about Vanier, some showing his mother, Madame Vanier. These later films give students a new understanding of the purposefulness of the aged as well.

*It's My Hobby.* CRM Productions, 1974. 16 mm, colour, 11 min. Distributed by McGraw-Hill Ryerson. Also available for loan from Addiction Research Foundation.

A high school student discovers that his friend is a pusher and must go through the decision-making process involved in the betrayal of that friend. The film has a clearly stated message and is contemporary and interesting. The Addiction Research Foundation recommends that a resource person be present when the film is being shown, if possible.

*Jenny Is a Good Thing.* Headstart Centres, 1970. 16 mm, colour, 18 min. Distributed by Ontario, Ministry of Health.

This film shows that the nutrition program is an integral part of a quality child-care centre. Children are shown using food to learn new concepts of size, shape, and texture. The film might apply to "Family and Child" or "Food and Nutrition" courses.

*Leo Beuerman.* Centron Educational Films, 1969. 16 mm, colour, 13 min. Distributed by Magic Lantern Film Distributors.

This film shows a day in the life of one man. Leo Beuerman, handicapped, but independent, has less than other men; yet he has something to give to all. This film is appropriate to discussions of values, the family, and the management of personal resources.

*Make Believe Marriage.* Learning Corporation of America, 1979. 16 mm, colour, 33 min. Distributed by Marlin Motion Pictures.

Students of a high school class are given a simulation in which they are paired off and "married" for the term. They must draw up a budget, learn to deal with unemployment and other types of stress, and decide whether the marriage will continue. The film may relate to the management aspects of family studies and gives application to the major concepts of values, decision-making, and communication.

*Men's Lives.* Will Roberts, 1975. 16 mm, colour, 43 min. Distributed by Marlin Motion Pictures.

This film deals with growing up male in America. It is a strong, incisive, and perceptive film which can be used in work in the areas of "Family and Child", and

"The Canadian Family in Perspective", as well as in any general family studies program.

*Money Tree.* Aims Media Films (now Charles Cahill), 1971. 16 mm, colour, 20 min. Distributed by International Tele-Film Enterprises. Also available for loan from Ontario, Ministry of Consumer and Commercial Relations, Consumer Information Centre.

This film demonstrates the influence of poor management practices on family relationships. The following concepts are examined: financial maturity in marriage; the fragility of contemporary family units; acquisitiveness and materialism in marriage; the desire for immediate gratification; the susceptibility to cultural, particularly media, pressure; the financial responsibilities of parenthood; credit, contracts, loans, and credit ratings; and job security.

*My Name Is Susan Yee.* National Film Board, 1975. 16 mm, colour, 12 min.

Susan Yee, whose grandparents are of Chinese origin, takes the viewer into her world: to school, through the remains of what was once Chinatown, through the construction processes of the city of Montreal, at play on the mountain with her peers, and at home where she helps her parents to supplement the family income by making boxes.

The movie was designed for younger age groups, but it holds the interest of adults. It could be used in teaching child development as an example of the cognitive perception of the child in middle years or to show environmental influences on a child's development.

*Nell and Fred.* National Film Board, 1971. 16 mm, b/w, 28 min.

An elderly couple must decide whether to move into a residence for senior citizens or maintain their own familiar home.

*On Being a Woman Series.* Learning Corporation of America, 1975. Distributed by Marlin Motion Pictures.

A series of films focusing on the changing role of women in our society. The films are intended for a general audience.

- *Am I Wife, Mother ... or Me?* 16 mm, colour, 30 min.

Karen, acted by Hope Lange, feels trapped as the subordinate wife to an insensitive husband. On trying to break out of the marriage, she finds that she has no job skills and does not know how to manage on her own. The setting of this film is American middle class.

- *Breaking Out of the Doll's House.* 16 mm, colour, 31 min.

Jane Fonda plays Nora in this film version of Ibsen's play about Nora, the sheltered, dependent wife. The film offers a portrayal of nineteenth-century society and values in relation to the status and role of women.

- *Does Anybody Need Me Anymore?* 16 mm, colour, 29 min.

Connie, acted by Maureen Stapleton, starts to question her life and her relationship with her



husband after her children have left home. She disappears, finds a job, and is reunited with her husband as an equal.

*Peege*. Phoenix Films, 1975. 16 mm, colour, 28 min. Distributed by International Tele-Film Enterprises.

This dramatization shows how a young man home from college for the Christmas holidays is able to break through communication barriers and reach his grandmother, although she has become isolated by age and failing mental and physical capacities. The film focuses on the expression of feelings. See the listings in this section for two related films, *Where Mrs. Whalley Lives* and *Nell and Fred*.

*Plain People*. Canadian Broadcasting Corporation, 1976. 16 mm, colour, 27 min. Distributed by National Film Board.

This rich portrait of Mennonite life, filmed in the community near Elmira, Ontario, shows the Mennonites' survival within a subculture. Mennonite history and philosophy are interwoven with information about the daily life of Old Order Mennonites.

This excellent film has several applications: the nature of a subculture, the strength of the family in maintaining traditions, the contrast of the values of a "plain people" with those of a technological society, and the importance of conservation. Because of the large number of people in Ontario who are descended from Mennonites of Pennsylvania German origin, this film is interesting to students of "The Canadian Family in Perspective". In the "Food and Nutrition" course this film makes an interesting contrast with the film *Potatoes* (see the films listings for section 6 of this resource list).

*Ruth and Harriet: Two Women of the Peace*. National Film Board, 1973. 16 mm, colour, 27 min.

Two women in their thirties living in the Peace River area of northern Alberta reflect on the richness and toughness of family life on the homestead. This film can be used with topics from such areas as "Family and Child" or "The Canadian Family in Perspective".

*Serama's Mask*. Sunrise Films, 1980. 16 mm, colour, 25 min. Distributed by Viking Films.

Serama, a sixteen-year-old Balinese dancer on the island of Bali, has reached a critical point in his life. His skills must equal his father's so that he may take the old man's place and guarantee that the culture will be passed on.

Much of this film is devoted to dance, but *Serama's Mask* has some important things to say to students of family studies: it contains an example of Margaret Mead's post-figurative society in which the culture is passed on to the young and examples of the interrelatedness of society's basic institutions. It also portrays the relationship between costume and self-concept. The film relates to "Clothing" or "The Canadian Family in Perspective" courses.

*The Spring and Fall of Nina Polanski*. National Film Board, 1974. 16 mm, colour, 6 min.

Traditional women's roles are presented and questioned in this animated film about the life of Nina Polanski. The film can be used with topics from the areas of "Family and Child" or "The Canadian Family in Perspective".

*The Summer We Moved to Elm Street*. National Film Board, 1966. 16 mm, colour, 28 min. Also available for loan from Addiction Research Foundation.

This classic film describes the effects of alcohol on a family and on the development of one little girl in particular. The child's loneliness is compounded by the family's move to a new place.

*Tomorrow Again*. Pyramid Films, 1974. 16 mm, b/w, 16 min. Distributed by International Tele-Film Enterprises.

This fictional story in documentary form portrays a sweet old lady who lives in a shabby hotel for senior citizens. It pictures the psychological problems that develop from her loneliness and isolation. It can be used with the areas of "Family and Child" and "The Canadian Family in Perspective".

*The Ugly Little Boy*. Classics Dark and Dangerous. TVOntario, 1977. 16 mm, colour, 30 min. Distributed by Marlin Motion Pictures. Also available on videotape from TVOntario.

A science fiction story by Isaac Asimov in which a child is teleported from the Neanderthal age to a modern hospital for study. Nurse Fellows (Kate Reid) is given the task of caring for the boy until he is returned to his home. Fellows has the assignment because she has no family, no friends, and probably no feelings. A bond of affection develops between the nurse and the boy and, in a split-second decision, she returns to his own time period with him. This interesting film will stimulate discussion on how bonding develops and about the rights of all individuals to be treated with respect for their worth and dignity.

*Where Mrs. Whalley Lives*. National Film Board, 1966. 16 mm, b/w, 28 min.

Conflict between generations can arise despite the efforts of everyone to avoid it. Mrs. Whalley is an aging grandmother who lives with her son's family, and sometimes it becomes a strain for her to hide her hurt and loneliness for the sake of harmony in the home. See American Home Economics Association, *Focus (Focus on Aging)*, listed in the organizations listings above.

*You're Eating for Two*. National Film Board, 1977. 16 mm, colour, 19 min.

Intended for pregnant mothers, this film about prenatal nutrition is also interesting to secondary school students. The importance of good nutrition for the proper physical and mental development of the fetus is stressed. A cartoon sequence that shows fetal development is included. The film is useful when studying "Food and Nutrition" or prenatal development in "Family and Child".

## Multi-Media Materials

*Argus Posters.* PMB Industries, Ltd., 1220 Ellesmere Road, Unit #27, Scarborough, Ontario M1P 2X5.

These colourful posters, containing one quotation on each, have been popular with students. Prints are available as well.

*Awareness: Insight Into People.* J.C. Penney, 1970. Teacher's guide, filmstrip, record, case studies, game.

This unit is designed to help improve students' understanding of themselves and others. The kit contains "Becoming Aware", a filmstrip and record on observation, stereotyping, and empathy. The game includes chance cards and helps students to apply their learning and broadens their understanding of how other people feel.

Canada Mortgage and Housing Corporation. Children's Environments Advisory Service.

The following programs were designed for landscape planners. To use them in the classroom the teacher will have to adapt them for this purpose. The material might be used in "Family and Child" or "Housing" courses. Some print material on playgrounds is also available from Canada Mortgage and Housing Corporation.

- *An Adventure Playground, What's That?.* CMHC, 1977. NHA 5105. Slides and audio cassette. Free.

This shows the development of a community playground which will foster the spirit of adventure, risk-taking, and leadership.

- *A Creative Playground, What's That?.* CMHC, 1979. NHA 5104M. Slides and audio cassette. Free.

This shows a play area designed to nurture a child's imagination, initiative, and creativity.

*Child Care.* Butterick Publishing, 1977. Filmstrips, audio cassettes, student worksheets.

The specifics of prenatal and basic child-care tasks in a family setting are integrated with explanations that help the student understand the relationship between the mechanics of child care and the development of the child's potential. The material presented derives from a variety of homes of families of various races and ethnic groups in the United States.

One of the strengths of this kit is its emphasis on joint decision-making for the married couple, from the decision to have a child to the time the child is five years old - the full extent of the child's life developed in the program. The kit is divided into four parts:

- Planning for Pregnancy,
- Infant Care,
- Caring for Toddlers,
- Caring for Preschoolers.

Several important concepts run through all four parts, such as physical needs, nutritional needs, and the home environment. These might be used to give students a holistic approach before the development of a specialized theme. The kit is useful with Senior students who have weak reading skills, and parts of the program can be used in conjunction with student field work in day-care or infant-care centres.

*Design Is Everywhere.* Division of Photography, Office of Information, United States Department of Agriculture, Washington, D.C. 20250. Slides, script.

These slides and the accompanying script illustrate elements and principles of design with examples taken from nature, art, architecture, furnishings, and clothing. Instructions are included for positioning the sixty-nine slides and twenty-three masks for dual projection.

*Educational Kit for the Study of Growing Older.* Development Education in Action, 121 Avenue Road, Toronto, Ontario M5R 2G3. Booklets, photographs, audio cassette, teacher's guide.

An organization of Canadian elderly persons have designed a learning kit to inform students of what it is like to be old. The kit was developed for many subject areas and grade levels, but it has strengths for the family studies area. Its appeal is primarily in the affective domain with pictures, case histories, music, and so on. However, an extensive bibliography is included. The material could be used in the areas of "Family and Child" and "The Canadian Family in Perspective". This teaching aid might even inspire students to develop a similar kit about the aged in their own area.

*Family Decisions: A Simulated Choice/Chance Game.* Cooperative Extension Service, Bulletin Department, Cooper Publications Building, Washington State University, Pullman, Washington 99164.

This game is based on case studies of families at four different socio-economic levels. Several different "outcome sheets" provide for and illustrate the interrelationship of decisions. The game can be used to develop all four unifying concepts of family studies.

*Family Living Series.* Research Press. Distributed by International Tele-Film Enterprises.

This series of audio cassettes is designed to improve communication and parenting skills. Part 1 includes "Positive Reinforcement", "Pinpointing and Tracking", "Time Out", "Negotiation", and "Contracting". Part 2 consists of "Counting and Record-Keeping", "Advanced Contracting", and "Dealing With Noncompliance".

*How Children Learn About Food.* Department of Food and Nutrition, New York State College of Human Ecology, Cornell University, Ithaca, New York.

Discussion about how young children establish their food habits is encouraged with a series of twenty pictures and an accompanying text. This approach (nutritional, ecological, sociological, and pragmatic) fits very well into a developmental course in child study.

*Insights on Aging Kit.* American Home Economics Association, 1979. Background information, leader's guide, participant activity masters, filmstrips, audio cassette.

This multi-media kit for use at secondary school and university levels is intended to increase students' understanding of and sensitivity to the problems of elderly persons.



*One World, Year 1: How Families Live.* Don Mills, Ont.: Fitzhenry & Whiteside, n.d.

This collection of prints (each 42 cm x 55 cm), developed in Canada to show the universal nature of the family, includes such concepts as the structure and value of the family, the nature of authority, mutual assistance, and the relationship of the family to the community. Although the prints were developed for the Primary grades, they are useful to the secondary school teacher in relation to bulletin-board design and could also be adapted for such other areas as the psychological and sociological aspects of clothing. The photographs have been drawn from a wide variety of sources and include significant Canadian content.

*Toward a Quality of Living.* J.C. Penney, 1976. No. 84918. 2 filmstrips, 2 cassettes, 5 posters, 10 family picture cards, 8 awareness activities.

This kit focuses on the family as an ecosystem. It contains three modules: "Family and Economics", "Family and Ecosystem", and "Family and Quality of Living". The kit stresses the relationship between the satisfaction of human needs and the utilization of resources.

## 2. Family and Child

The resources in this section, along with those listed in section 1 of this document, represent the many resources available for an objective study of families and children. The resources listed in section 7, "The Canadian Family in Perspective", may also be useful for background information and ideas related to this section.

### Books

Ames, Louise B. *Child Care and Development*. Philadelphia: J.B. Lippincott, 1970.

This book on child development defines each child as a growing organism exhibiting behavioural changes that follow a pattern. It insists that children can be fun and illustrates many points about the ways in which children grow. Some of the material (e.g., the material on Down's Syndrome) would require updating by the teacher. A teacher's manual is also available.

Arnstein, Helene S. *The Roots of Love: Helping Your Child Learn to Love in the First Three Years of Life*. New York: Bobbs-Merrill, 1975.

The book focuses on feelings and emphasizes the importance of helping a child develop emotionally.

Baratta-Lorton, Mary. *Workjobs*. Reading, Mass.: Addison-Wesley, 1972.

A collection of activities designed for children from which the child may draw generalizations. Each activity described is accompanied by a description of the materials required, a procedure for introducing the materials to the child, and ideas for a follow-up discussion. The activities focus around concepts such as perception, sounds, and letters.

The book is interesting and useful to secondary students, because it can help them to develop an understanding of the activities of child-care centres and to design activities for their own young friends and relatives. Materials found around the home may be adapted for some of the procedures.

*Being a Man*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1977.

This booklet contains classroom activities and includes a curriculum for teaching how the male role is stereotyped in American society.

Benning, Lee Edwards. *How to Bring Up a Child Without Spending a Fortune*. New York: Doubleday, Dolphin Books, 1975.

This book is written for the general public, but would be useful in teaching the child-care segments of a family studies course. It is oriented towards the costs of child-rearing, but it also deals with growth and development, food, clothing, shelter, education, and merchandising.

Bernhardt, Karl. *Being a Parent: Unchanging Values in a Changing World*. Toronto: University of Toronto Press, 1970.

This well-edited book contains many aspects of child-rearing, including the importance of family and home, the influence on the child's development of both home and school, and the stages of child development. The book contains common-sense information and practical suggestions for parents, as well as a comprehensive bibliography of Bernhardt's articles, which were written from 1934 to 1965.

Burr, Wesley R. *Successful Marriage: A Principles Approach*. Homewood, Ill.: Dorsey Press, 1976.

This book is written for functional courses through which students aim to acquire information on improving the quality of marriage and family relationships. The principles presented are supported by data and their application is discussed. The author integrates theory, research, and practice.

*The Child's Emotions: How Physical Illness Can Affect Them*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1977.

This report presents findings on the relationship between certain physical conditions and abnormal behaviour in children, including behavioural problems arising from sickness and hospitalization.

Cohen, Monroe D., ed. *Understanding and Nurturing Infant Development*. Washington: Association for Childhood Education International, 1976.

The articles in this publication focus on the interaction between infants and those taking care of them, as well as the relationship between infant and later development.

Cowan, Bev. *A Family Is*. Toronto: Copp Clark, 1977.

This book, written by an Ontario teacher, uses the developmental approach to help students study the family throughout the family life cycle. Case studies and learning activities are included.

David, Rodica. *Marriage and Family Law in Ontario*. 2nd ed. North Vancouver: International Self-Counsel Press, 1977.

Written by a lawyer, this book covers family law and includes tips on when and where to get professional help.

Dinkmeyer, Don, and McKay, Gary D. *Raising a Responsible Child: Practical Steps to Successful Family Relationships*. New York: Simon & Schuster, 1973.

This book suggests steps based on principles of mutual respect and internal motivation on the part of children and adults alike.



Dinkmeyer, Don, and McKay, Gary D. *Systematic Training for Effective Parenting: Parents' Handbook*. Circle Pines, Minn.: American Guidance Service, 1976.

This book, designed for parents, presents a format that is interesting to secondary school students as well. The parenting process is based on Adler and Dreikurs with some of Dinkmeyer's own theory. The contents include children's behaviour and misbehaviour, understanding more about your child and yourself, how to listen, exploring alternatives, natural and logical consequences, and the family meeting. A teacher's guide is available, and parenting courses related to this book are held throughout the province. (Contact the Alfred Adler Institute for information on courses.) See the *Teacher's Kit for S.T.E.P.* in the multi-media materials listings in this section for a description of the teacher's kit.

Dodson, Fitzhugh. *How to Father*. New York: New American Library, 1975.

This is a guidebook for men, designed to show them how to be good fathers.

\_\_\_\_\_. *How to Parent*. New York: New American Library, 1970.

This is a guidebook for the parents of young children. The chapter on selecting toys, books, and records is especially useful.

Dreikurs, Rudolf, and Soltz, Vicki. *Children: The Challenge*. New York: E.P. Dutton, 1964.

This is one of the most significant books on parenting and social relationships ever written. It has been a resource for the development of other books and courses on parenting and communication. Dreikurs has based his work on the theories of Adler to give parents a book that is useful and easy to understand. The topics covered include encouragement, logical consequences, and family decision-making. Courses related to *Children: The Challenge* are available through the Alfred Adler Institute. A guide for teachers is also available.

Dyer, William G. *Creating Closer Families*. Provo, Utah: Brigham Young University Press, 1976.

Written for families, this book presents specific problems that families must deal with and how to solve them. Several family styles are described and illustrated.

Endicott, Fran, and Thomas, Barb. *The City Kids Book*. Toronto: Ontario Institute for Studies in Education, 1979.

Produced jointly by OISE and the Cross Cultural Communication Centre, this book is aimed at classes for students in the Junior Division. The children themselves wrote many of the short stories and poems. The book presents useful discussion material that can provide students with an insight into the emotions, environment, and development of the child in the middle years.

Fowler, William. *Guides to Early Day Care and Teaching*. Toronto: Ontario Institute for Studies in Education, 1978.

This book is a supplement to *Day Care and Its Effects on Early Development* (listed below). It contains guides for basic-care routines, play and learning activities, and the preparation and use of homemade toys.

Fowler, William, and Khan, Nassim. *Day Care and Its Effects on Early Development*. Toronto: Ontario Institute for Studies in Education, 1977.

This book reports on a five-year study of group and home care involving multi-ethnic, working-class families.

*Freedom of Reach for Young Children: Nonsexist Early Childhood Education*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1977.

This book contains information and activities for teachers.

Fromm, Erich. *The Art of Loving*. New York: Harper & Row, 1974.

This classic book points out the barriers that modern society has erected between its members and the achievement of love and shows the development of the loving personality.

Gordon, Ira J. *Baby Learning Through Baby Play*. New York: St. Martin's Press, 1970.

This guidebook on how to give a baby the opportunity to learn examines games and play that foster physical, emotional, and intellectual growth.

Gordon, Ira J.; Guinagh, Barry; and Jester, R. Emile. *Child Learning Through Child Play*. New York: St. Martin's Press, 1972.

This guidebook on how to give two- and three-year-olds the opportunity to learn examines games and play that foster physical, emotional, and intellectual development.

Gordon, Thomas. *P.E.T.* New York: New American Library, 1975.

P.E.T. stands for "parent effectiveness training". This book attempts to improve parents' relationships with each other and with their children by providing procedures to analyse relationships and to work at the communication of feelings.

Hildebrand, Verna. *Introduction to Early Childhood Education*. 2nd ed. New York: Macmillan, 1976.

This college textbook, designed for the professional preparation of teachers of nursery school and Kindergarten, is useful to family studies teachers in orienting students to field work in child-care centres. The book is primarily concerned with the establishment of a suitable environment and curriculum for children. New sections in the second edition include working with children who use non-standard English, the selection of books for children, and working with children of various ethnic groups.

Hildebrand, Verna. *Laboratory Workbook for Introduction to Early Childhood Education*. 2nd ed. New York: Macmillan, 1976.

This laboratory workbook is related to the previously listed book and contains many techniques for observing and recording child behaviour.

Jenkins, Gladys Gardner, and Shacter, Helen G. *These Are Your Children*. 4th ed. Glenview, Ill.: Scott, Foresman, 1975.

This reliable and authoritative textbook on child development is of interest to secondary school students.

Law Reform Commission. *Divorce; Family Law; Enforcement of Maintenance Orders; Family Property; Maintenance in Divorce*. Hull, Que.: Canadian Government Publishing Centre (Supply and Services Canada), 1975-76.

This series of working papers provides information on recommendations made by various federal law-reform commissions.

Leslie, Gerald R., and Leslie, Elizabeth McLaughlin. *Marriage in a Changing World*. New York: John Wiley and Sons, 1980.

This book is different from most books designed for functional courses on marriage because it focuses on marriage throughout the life cycle in a changing society.

Losoncy, Lewis E. *Turning People On: How to Be an Encouraging Person*. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

This book is based on the encouragement process developed by Adler and Dreikurs. Losoncy shows the reader how to encourage persons from all phases of the life cycle, whereas Dreikurs dealt primarily with children. This is an excellent book for the teacher and may serve as a textbook for a theme on encouragement with students of "Family and Child" who have superior reading skills.

McDiarmid, N.J.; Peterson, M.A.; and Sutherland, J.R. *Loving and Learning*. Toronto: Longmans, 1975.

This Canadian book examines the developmental stages of infants and toddlers (to three years). It suggests activities for parents and children that will help stimulate the child's intellectual growth. A useful bibliography and an "ideas appendix" are included.

Mead, Eugene D. *Six Approaches to Child Rearing*. Provo, Utah: Brigham Young University Press, 1976.

This concise book gives information that can help the student choose among alternative approaches to child-rearing.

Medinnus, Gene R. *Child Study and Observation Guide*. Toronto: John Wiley and Sons, 1976.

This is an excellent source book for the teacher who wishes to have students observe children from infancy through elementary school. A wide variety of methods is provided, not all of which are suitable for secondary students to use.

Milgram, Joel, and Sciarra, Dorothy June. *Childhood Revisited*. New York: Macmillan, 1974.

This collection of personal perceptions of childhood by well-known people from many walks of life provides supplementary material for the study of young children.

Mitchell, John J. *Human Life: The Early Adolescent Years*. Toronto: Holt, Rinehart and Winston, 1974.

This book is concerned with the physical, mental, social, moral, and psychological growth transformation of children from ten to sixteen years of age.

Ryder, Verdene. *Contemporary Living*. South Holland, Ill.: Goodheart-Willcox Company, 1979.

This general book on family life emphasizes the secondary school student's viewpoint. The book has been written by a home economics teacher who demonstrates an understanding of the interests and needs of students. A significant portion of the material is allocated to personality development and the problems and interests of adolescents. Material on the establishment of young families and on the care and development of children is included. There is a section on the elderly and on the loss of loved ones.

Schlesinger, Benjamin. *The Chatelaine Guide to Marriage*. Toronto: Macmillan, 1975.

This contribution to Canadian literature on the family will be helpful in family studies classes.

Simon, Sidney. *I Am Lovable and Capable: A Modern Allegory on the Classical Put-Down*. Niles, Ill.: Argus Communications, 1973.

This short story of Randy and his IALAC sign has become a classic on the topic of self-esteem. Although Randy is of junior high school age, the story appeals to all age groups.

Streib, Gordon F. *The Changing Family: Adaptation and Diversity*. Reading, Mass.: Addison-Wesley, 1973.

This collection of readings deals with current family issues, including marriage and family relationships, single-parent families, diversity and adaptation in family patterns, and future family diversity.

Weitz, Shirley. *Sex Roles*. New York: Oxford University Press, 1977.

In this book the author integrates the psychology of sex roles, the relationship of work and economics to sex roles, and the biological foundations of sex differences.

White, Burton L. *The First Three Years of Life*. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

This book is a detailed guide to the intellectual and emotional development of the infant and the very young child. White divides the child's first thirty-six months into seven developmental phases. For each phase he provides a detailed description of the physical, emotional, and mental developments as well as a detailed list of child-rearing instructions, suggested parental strategies, and recommended toys and equipment. Written in a non-technical fashion, this book offers practical, workable suggestions for raising



happy, bright, and high-achieving children. An annotated recommended reading list is included.

*Working Mothers and Their Children*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1977.

This book presents tabular statistics and analyses concerning patterns in the labour-force participation of working mothers. The following areas are discussed in relationship to working mothers: trends, minority-group membership, age, work experience, income of husbands, and child-care arrangements.

## Organizations, Periodicals, and Pamphlets

See also the list of periodicals in section 1.

American Occupational Therapy Foundation, Inc., 6000 Executive Boulevard, Rockville, Maryland 20852.

The following two items are available from the foundation:

- *Watch Me Grow*. This colourful poster (28 cm x 122 cm) is designed to be attractive to children and to help parents detect unusual delays in their children's development from the age of one month to six years. The poster makes an attractive classroom teaching aid, but it is important that students realize the difference between normal variances in development and delays that must be detected so that the child may obtain help.
- *The Child With Minimal Brain Dysfunction . . . Learning Disabilities*. This easy-to-read pamphlet explains some of the symptoms of MBD and states the milestones in the development of children.

Canada, Consumer and Corporate Affairs, Consumer Services.

The following pamphlets are relevant to the areas of "Family and Child":

- *Car Seats Keep Kids Safe*
- *Curiosity and the Toy* (purchasing of safe toys)
- *Crib Backgrounder* (purchasing information)
- *Cribs and Cradles, Look Again* (safety standards)
- *Don't Forget That Helmet* (hockey helmets for children)
- *Stop! Save a Life* (a poster explaining hazardous-product symbols)
- *Pacifiers and Peace of Mind* (regulations to prevent infant death)

Canada, Health and Welfare Canada, Health Promotion Branch.

This organization distributes many publications on family planning and infant feeding. See the periodical *Dispatch*, listed in section 1.

The Canadian Hearing Society, 60 Bedford Road, Toronto, Ontario M5R 2K2.

This organization distributes publications. Branch offices are situated throughout the province. One of these publications, *Your Baby's Hearing*, is an important booklet for parents. It describes the signs of normal hearing development for children from four

months to two years of age and shows parents how to help a baby use his/her hearing well.

Canadian Toy Testing Council. *Play It Safe*. Available from Publications, Canadian Toy Testing Council, P.O. Box 6014, Station J, Ottawa K2A 1T1.

This pamphlet gives the basic principles for the selection of safe toys and lists other related publications. It is an excellent source for both teachers and students.

The Childbirth and Parent Education Association of Toronto, 33 Price Street, Toronto, Ontario M4W 1Z3.

The purpose of this independent non-profit organization is to foster comprehensive preparation for childbirth and parenting. It will present a program to secondary school classes in the Metropolitan Toronto area and may be able to supply the names of contacts for other areas in the province.

*COPE Book List*. Toronto: TVOntario, annual.

Designed specifically for the adolescent, this annotated bibliography of fiction and non-fiction books addresses itself to the following concerns: alcohol and alcoholism, children of divorce, depression, drugs, the future, girl-boy relationships, leaving home, life's work, sexuality and its responsibilities, suicide, teenage prejudice, and violence. The books listed in the publication should be available at local libraries or through interlibrary loan.

*Down's Syndrome*. Toronto: National Institute on Mental Retardation.

This pamphlet provides the latest information on Down's Syndrome for the layperson. It might be used to supplement material in many child-development texts.

McKay, Gary. *The Basics of Encouragement*. Coral Springs, Fla.: CMTI Press, n.d.

This concise pamphlet outlines the basics of the encouragement process, based on the Adler-Dreikurs model.

## Films and Videotapes

See also the lists of films in sections 1 and 3.

*Adolescent Sexual Conflict: Are We Still Going to the Movies?*. Tom Lazarus, 1974. 16 mm, colour, 14 min. Distributed by McGraw-Hill Ryerson.

This film about adolescent sexual conflict includes a scene between a couple who have arrived at a romantic setting with conflicting expectations reflecting conflicting values. The film represents an application of Waller's theory in which the boy is bargaining for sex and the girl is bargaining for commitment. The dramatization is followed by a series of excellent questions which stimulate discussion about sexual values, communication, and expectations.

*All in the Game*. Children Growing Up. British Broadcasting Corporation, 1970. 16 mm, colour, 30 min.

Children learn through play. Students of child development will see how small children at different stages react to and learn from a variety of play situations.

"... *And They Lived Happily Ever After*". Working Mothers. National Film Board, 1975. 16 mm, colour, 13 min.

Various people discuss their expectations of marriage and their feelings after marriage. Both the advantages and the disadvantages of married life are presented.

*The Balloon Tree*. Pyramid Films, 1970. 16 mm, colour, 10 min. Distributed by International Tele-Film Enterprises.

A young boy learns that his aunt is more concerned with his well-being than with her precious antique. This film was made for children, but it provides a good insight into relationships and socialization.

*Big Henry and the Polka Dot Kid*. Learning Corporation of America, 1977. 16 mm, colour, 33 min. Distributed by Marlin Motion Pictures.

A story of family love and responsibility unfolds as an orphaned boy comes to realize the depth of love his strict uncle has for him. This film won the best overall and the best Canadian production awards in the Canadian Association for Young Children Childfilm Festival awards in 1977.

*Blind Sunday*. The Teenage Years. Time-Life Films, 1977. 16 mm, colour, 31 min. Distributed by Marlin Motion Pictures.

A romance between a teenage boy and a blind girl whom he meets at a swimming pool develops to the point where he wishes to understand her handicap more fully. He blindfolds himself one Sunday and spends a day with her. He is terrified by traffic and appalled by the ways others stereotype and stigmatize him. Finally, because she wants to see a scented flower through his eyes, she asks him to take the blindfold off.

*Child Behaviour = You*. Carleton University Department of Psychology and Vanier Institute of the Family, 1972. 16 mm, colour, 15 min.

A delightful, humorous, animated cartoon designed to influence parents in the use of positive reinforcement. The film might be used as a discussion starter but the content is simplistic. See the books listed in this section under Dreikurs, Dinkmeyer, and Loconcy.

Child Series. National Film Board, 1973-78. Available on video cassette as well as film. Also available from the Ontario Ministry of Health.

The series of films listed below illustrates the development of children from birth to six years of age. The consultants for the series were Sam M. Rabinovitch of McGill University and Jerome Kagan of Harvard University. As well as teaching development, these films are excellent vehicles for improving students' observational skills.

- *Child: Part 1, Jamie, Ethan, and Marlon: The First Two Months*. 1973. 16 mm, colour, 29 min.

Three babies are observed, first in hospital and then at home in the care of their parents.

- *Child: Part 2, Jamie, Ethan, and Keir: 2-14 Months*. 1973. 16 mm, colour, 29 min.

This film observes how babies use their natural curiosity to learn and adapt. Differences in the behaviour of the three babies in the film are noted.

- *Child: Part 3, Debbie and Robert: 12-24 Months*. 1974. 16 mm, colour, 29 min.

The film illustrates the processes of learning that children go through every waking hour.

- *Child: Part 4, Kathy and Ian: Three-Year-Olds*. 1977. 16 mm, colour, 29 min.

The level of socialization has greatly increased. Children are shown in continuous interaction with siblings, parents, and friends.

- *Child: Part 5: 4 Years - 6 Years*. 1978. 16 mm, colour, 27 min.

This film shows the children in learning situations: on a nature hike, handling animals, and dealing with peers.

*Cockaboody*. Pyramid Films, 1974. 16 mm, colour, 9 min. Distributed by International Tele-Film Enterprises.

A Hubley watercolour animation of two sisters, aged three and five, who imagine, create, and play in a city apartment. The girls have developed their own language which only they understand. The soundtrack was provided by the artist's own children. This film is useful to "Family and Child" courses in inspiring students to try to understand a child's perspective and in creating interest in language development. "Housing" students would benefit as well from the inclusion of this film in a unit on the child's environment.

COPE Series. TVOntario. Colour, 30 min each.

This is an ongoing weekly youth forum which enables teenagers to discuss issues that are important to them. Topics are presented in four weekly segments which include a documentary, two pretaped teenage and parent group discussions, and a final program involving teenagers, parents, and guest experts. Topics to date have included sex, prejudices, and relationships with parents. See also the *COPE Book List* in the organizations listings for this section.

*Dating Scene*. Coronet Instructional Media, 1972. 16 mm, colour, 16 min.

Interaction among nine teenagers at a beach reveals their dating attitudes and concerns. Questions arise regarding their relations with parents, money, openness and honesty, and the effects of previous dating experiences on present attitudes.

*David*. Man Alive. CBC, 1979. 16 mm, colour, 28 min. Distributed by National Film Board.

This documentary follows the life of sixteen-year-old David MacFarlane as he studies the script of, rehearses, and acts in a film drama about a retarded adolescent. David, who himself has Down's Syndrome, knows the true meaning of self-actualization: he skates figure-eights after a year's practice, rides a



bicycle, and is shown speaking to a student group about the limiting qualities of his particular type of mental retardation. The doctor who attended David's birth had recommended that he be placed in an institution because he would be nothing more than a vegetable.

*David* is an inspiring film and an important one. As well as giving good information about Down's Syndrome, it illustrates other worth-while concepts: the importance of a nurturing family (parents and siblings), self-encouragement, application, and tenacity.

Everybody's Children Series. TVOntario.

Designed as a contribution to the International Year of the Child, this series of documentaries deals with the family and the social influences that affect the child's social and emotional development. Child play, language skills, and moral development are examined in the programs. In addition to the following programs, three other titles will be included. TVOntario has a descriptive pamphlet on this series.

- *The Changing Limits*. BPN 176110. Colour, 30 min. Expiry date: March 20, 1984.
- *Play*. BPN 176108. Colour, 30 min. Expiry date: January 2, 1984.
- *A Question of Values*. BPN 176112. Colour, 30 min. Expiry date: to be announced.
- *Signals, Sounds, and Making Sense*. BPN 176109. Colour, 30 min. Expiry date: February 13, 1984.
- *Three Families*. BPN 176111. Colour, 30 min. Expiry date: to be announced.

*Every Child*. National Film Board, 1979. 16 mm, colour, 6 min.

A cartoon animation in which an infant is taken in, fondled, and then passed on when he ceases to be amusing, this film was developed during the Year of the Child to show that every child has a right to nationality and a name. The film won the Academy Award for Animation in 1980 and is excellent for initiating discussion about society's responsibility to all children.

Exploring Childhood Program. EDC School and Society Programs.

Films have been developed to complement the reading materials of this program. For more information about the Exploring Childhood Program, see the listing under that title in the multi-media listings in this section of the resource list. The "Education Development Center Catalogue of Film and Publications" is available from EDC Distribution Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. At this printing films must be ordered directly from the United States, but the firm is in the process of contracting a Canadian distributor.

Feelings: A Series. Churchill Films, 1975. Distributed by Gordon Watt Films.

This series of films was designed to help elementary school students understand their own feelings. A series of vignettes illustrates situations in which children are lonely, sad, or whatever the theme of the film may be. Psychologists, including Jerome Kagan, were on the consulting board for this series. The films

help students in secondary school to understand the feelings of elementary school children. They also stimulate adolescents to discuss their own feelings.

- *I'm Feeling Alone*. 16 mm, colour, 8 min.
- *I'm Feeling Happy*. 16 mm, colour, 9 min.
- *I'm Feeling Sad*. 16 mm, colour, 10 min.
- *I'm Feeling Scared*. 16 mm, colour, 9 min.
- *I'm Mad at Me*. 16 mm, colour, 8 min.
- *I'm Mad at You*. 16 mm, colour, 9 min.

*Fetal Alcohol Syndrome*. National Broadcasting Corporation, 1975. 16 mm, colour, 13 min. Distributed by Visual Education Centre. Also available for loan from Addiction Research Foundation.

This documentary shows families with children who have been done irreparable damage due to the unfavourable fetal environment provided by an alcoholic mother. Information is substantiated by reports of laboratory research. This is an important film which holds the interest of students. See the listings for the pamphlet by Dobbie and Bill entitled *Fetal Alcohol Syndrome* and for Addiction Research Foundation under "Organizations, Periodicals, and Pamphlets" in section 1 of this resource list.

The First Years of Life Series. TVOntario.

This series of videotapes is designed for parents and takes the viewer through the various stages of pregnancy and the child's first years to the age of two. TVOntario has available a more detailed description of this series.

- *All Yours*. BPN 182902. Colour, 30 min. Expiry date: August 1984.
- *Clash*. BPN 182904. Colour, 30 min. Expiry date: August 1984.
- *On the Way*. BPN 182901. Colour, 30 min. Expiry date: August 1984.
- *The World at One*. BPN 182903. Colour, 30 min. Expiry date: August 1984.

*Generations*. Phoenix Films, 1979. 16 mm, colour, 11 min. Distributed by International Tele-Film Enterprises.

This is an invitation to bridge the generation gap. A boy and an old man compete in a playground until the elder must drop out. They become friends and share a meal together. The film has no dialogue; its simplicity is part of its strength.

*Growing Up at Paradise*. Okanagan Home Movies, 1977. 16 mm, colour, 19 min. Distributed by Canadian Filmmakers' Distribution Centre and National Film Board.

Using parts of her father's home movies, Sandy Wilson has produced a film that represents the history of a warm, nurturing family from the time of the parent's marriage to the time the children leave home. The commentary expresses the family's values, goals, and interpretation of roles. A reflection on the maturity of the parents is a learning experience in itself.

*Home Free*. Cineflics, 1977. 16 mm, colour, 20 min. Distributed by International Tele-Film Enterprises.

In this sensitive film, a pre-teen overcomes the fears of prejudice as she plays with her friend of a different race and is accepted into her friend's family activities.

*Hot Wheels*. McBrearty Film Productions, 1979. 16 mm, colour, 26 min. Distributed by National Film Board.

A drama in which a game of one-upmanship between two boys ends in a horrifying accident. The combination of pride, alcohol, and wheels has disastrous results. The film shows the influence of peer pressure. Although the families do not enter into the situation, their influence on the teenagers is also implicit in the film.

*Johnny Lingo*. Brigham Young University, 1972. 16 mm, colour, 27 min. Distributed by International Tele-Film Enterprises.

Mohana, a girl of the South Sea Islands, is considered ugly by her father and the community until Johnny Lingo, the shrewdest and most handsome trader on the island pays a high bride price for her hand in marriage. The focus of this film is on the development of self-esteem.

*Making Sense*. British Broadcasting Corporation, 1972. 16 mm, colour, 30 min.

A newborn baby has all five senses. This film examines the development of these senses and the child's growing awareness, through them, of the rest of the world.

*Me Too?*. Magic Moments. Encyclopaedia Britannica Films, 1969. 16 mm, colour, 4 min. Distributed by Visual Education Centre.

A boy, alone on a beach, sees other boys building a sand castle and asks to join them. When the group refuses, the lone boy destroys the castle. In talking about *Me Too?*, students discuss their own feelings about being rejected and rejecting others. Most will find, perhaps to their surprise, that they have been in both positions. The film relates to unit 3.

*Mild Retardation: A Family Profile*. Polymorph, 1977. 16 mm, colour, 15 min. Distributed by Canadian Learning Company.

This documentary follows the development of a mildly retarded young man from the ages of three to twenty-one.

*New-Born Birthright*. The Nature of Things. Canadian Broadcasting Corporation, 1976. 16 mm, colour, 28 min. Distributed by National Film Board.

Recent research into the learning ability of the newborn child shows how the infant has his/her own individuality and is capable of controlling his/her own environment. This film has some beautiful, intimate scenes between mother and child and illustrates mother-infant bonding. Cross-cultural comparisons are given, and the film is critical of the isolation of infants in some modern hospitals. (See the listing by Fraiberg in the book listings for section 1 of this resource list.) The film should be previewed before it

is shown, since it opens with a dramatic presentation of the last phase of childbirth and may be difficult for students.

*At Ninety-Nine: A Portrait of Louise Tandy Murch*. Sunrise Films, 1974. 16 mm, colour, 23 min. Distributed by Viking Films.

Louise Tandy Murch radiates a love of life that catches the enthusiasm of the audience. She is still living in her home of sixty-one years where we see her practising yoga (headstands), singing, and playing the piano. She also entertains at homes for senior citizens. This optimistic presentation of a senior is a good introductory film for a study of aging. Mrs. Murch comes through the barrier of film and develops a relationship with the students. One class sang along with her at the end.

*The Only Game in Town*. Ron Mann and David Fine, 1980. 16 mm, colour, 8 min. Distributed by International Tele-Film Enterprises.

This humorous plasticine-animation film uses a card game as a metaphor. A boy who wants to play "Fish" is an embarrassment to his father. Everyone knows that poker is the only game in town. The film could be used in relation to such topics as the family as an environment within an environment, values, goals, and role expectations.

The Pre-School Child Series. TVOntario.

These videotapes show how children develop relationships with their parents and adapt to the world around them. TVOntario has available a more detailed description of this series.

- *All in a Day's Work*. BPN 182906. Colour, 30 min. Expiry date: August 1984.
- *Give and Take*. BPN 182905. Colour, 30 min. Expiry date: August 1984.
- *Going Shopping*. BPN 182907. Colour, 30 min. Expiry date: August 1984.
- *Joining Up*. BPN 182908. Colour, 30 min. Expiry date: August 1984.

*Prisoners of Chance*. Film Fair Communications, 1979. 16 mm, colour, 23 min. Distributed by Marlin Motion Pictures.

The idealized images of parenthood did not materialize for the subjects of this documentary in which teenagers give important information for class contemplation by sharing their problems, philosophies, and lifestyles. One girl's baby is sick because the mother did not receive proper care in the early stages of her pregnancy. Another teenager is about to give her son up for adoption because she cannot manage him. In the words of one of the young mothers, "TV babies don't keep their parents up at night."

*Rock-a-Bye Baby*. Time-Life Films, 1971. 16 mm, colour, 30 min. Distributed by Marlin Motion Pictures. Also available for loan from Modern Talking Picture Service.

This film deals with mothering and the effects of varying degrees of separation from the mother from birth on the child's development. Harlow's experiment with monkeys and surrogate mothers is continued



with the original monkeys. A comparison is made with institutionalized children in a German orphanage, and the theme of isolation as opposed to nurture is discussed.

*A Sense of Purpose.* Searching for Values. Learning Corporation of America, 1972. 16 mm, colour, 14 min. Distributed by Marlin Motion Pictures.

This film discusses the elements involved in our choice of lifestyles. Although we need approval, we must reject other peoples' plans for our lives and develop a sense of ourselves.

*The Shopping Bag Lady.* Learning Corporation of America, 1977. 16 mm, colour, 21 min. Distributed by Marlin Motion Pictures.

An elderly woman with her possessions in a shopping bag is the object of ridicule and censure by a group of teens. An accident causes them to help her collect her things together, and during this encounter they come to communicate.

*The Skating Rink.* Learning Corporation of America, 1975. 16 mm, colour, 27 min. Distributed by Marlin Motion Pictures.

A teenaged boy, who has trouble speaking, finds himself through the development of his skating ability. The story will generate discussion on self-esteem, acceptance, and the support of others outside the family.

*Snowbound.* Learning Corporation of America, 1977. 16 mm, colour, 32 min. Distributed by Marlin Motion Pictures.

In this suspense-filled drama two adolescents take the wrong turn in the road and end up stranded in a blizzard. Their roles become reversed, and the girl who was considered undesirable by her peers makes the life-and-death decisions. The film may be used in relation to communication, role interpretation, and the use of personal resources.

*The Story of Eric.* Aspo of Los Angeles, 1973. 16 mm, colour, 33 min. Distributed by Center Films, Inc., 1103 N.E. Center Avenue, Hollywood, California 90038.

This film on childbirth features the Lamaze method. A significant portion of the film is allocated to the relationship between the young married couple and their family setting in California. The mother discusses the importance of the birth process. Secondary students relate to the mother because of her youthful manner and the way in which she shares her feelings.

*The Street.* National Film Board, 1976. 16 mm, colour, 10 min.

This is a film animation of Mordecai Richler's short story of the same name. The story of a grandmother's terminal illness and death is told through the eyes of a boy. The film makes some frank statements about how families respond to death and shows the perception of death in relation to the child's cognitive development.

*Taking Chances.* Mobius Productions, 1979. 16 mm, colour, 22 min. Also available for loan from the Ontario Ministry of Health.

Teen attitudes towards sexuality and birth control are presented in this Canadian docu-drama inspired by the research of Dr. Eugene Sandberg of Stanford University. Students relate to the featured romance and the discussion sessions in the film and welcome the opportunity to participate in class discussions afterward.

This open-ended film is demanding of the adults who present it, and a qualified discussion leader needs to be present. It raises the value issues of responsibility, open communication, and care for others and should be viewed and discussed in the context of the total family studies program. The film has won several awards, including Best Educational and Instructional Film and Best Cinematography in all Categories at the 1979 Canadian Film and Television Awards, and Best Educational Film at the Yorkton International Film Festival.

*The Tap Dance Kid.* Learning Corporation of America, 1978. 16 mm, colour, 33 min. Distributed by Marlin Motion Pictures.

Willie Sheridan has a single passion, dancing, while his twelve-year-old sister wants to be a lawyer. Willie, with Emma's help, gets a chance to audition for summer stock, and the family is faced with the conflict between the parents' wishes and ambitions for their children and the children's own aspirations. The film is based on the book *Nobody's Family Is Going to Change*, by Louise Fitzhugh. The story can be related to the following concepts: development of the child of elementary school age, sex-role and racial stereotyping, self-actualization, family decision-making, ethics, conflict between children and parents, importance of family discussion, and family council.

*Teenage Father.* Children's Home Society of California, 1978. 16 mm, colour, 30 min.

A drama presented in the form of a documentary, this production is of such high calibre that most of the audience thinks the situations are authentic up to the time the credits are shown at the end of the film. This is an emotional film which appeals to adolescents. It is excellent in showing the unrealistic planning which may come about in relation to adolescent sexuality and parenting.

The story follows the life of a seventeen-year-old boy whose girl friend is about to have their child. His attitude changes from flippant in front of his peer group, to embarrassed and innocent in front of his parents, to heartbroken at the end of the film when he realizes that the mother will not give the child up for adoption and that he will be responsible for the child's support. The film contains an excellent scene where the social worker tries to take the fifteen-year-old girl through the decision-making process about the child's future.

*Teenage Mother: A Broken Dream.* Carousel Films, 1976. 16 mm, colour, 14 min. Distributed by Marlin Motion Pictures.

Mary Levandoski, a fifteen-year-old unwed mother, was the subject of this interview. The film brings out many worth-while points: Mary's lack of skill in caring for the child, her lack of maturity, the contrast between Mary's perception of reality and actual events, and her vain expectations of the father's involvement. The film gives American statistics that show that unwed motherhood is the first step down the road to welfare, but the information is relevant to Canada as well.

*This Is No Time for Romance.* National Film Board, 1966. 16 mm, colour, 28 min.

When her husband is at work and the children busy at play, idle hours at a summer cottage give a woman time to dream a little and reflect on her life and her marriage. Is it enough? What else might she have made of herself? But when her husband returns, she opts for things as they are.

*A Time to Cry.* Begin With Goodbye Series. Mass Media Ministries, 1978. 16 mm, colour, 28 min. Distributed by Marlin Motion Pictures.

This is a beautiful, emotional, film which provides a powerful, positive learning experience if presented with care. A sensitive family faces the coming death of the mother because of cancer. The film discusses how family members have been included in the tragedy within the limits of their understanding. Another part of the film shows the situation of a minister's wife who must establish a new identity in widowhood.

*To Be a Parent.* Select Educational Film Distributors, 1975. 16 mm, colour, 16 min. Distributed by Novalis-Select.

People discuss their relationships – both good and bad – with their parents. This film can be stopped after each segment to allow for discussion on relationships, communication, and the other issues presented.

*The War of the Eggs.* Paulist Productions, 1971. 16 mm, colour, 28 min. Distributed by International Tele-Film Enterprises.

This dramatic film exposes some of the characteristics often found in abusive parents and shows that there is a solution to the problem. A staff psychiatrist tries to help a young couple whose child has been hospitalized because of child abuse. At first the couple tries to deny that there is anything wrong, but finally the psychiatrist is able to open the communication and suggest counselling. The film won the Top Honor film award from the National Council of Family Relations in 1972.

*The World of Three.* National Film Board, 1966. 16 mm, b/w, 28 min. Also available for loan from the Ontario Ministry of Health.

When you are only three years old, home can be big and bewildering and everybody in it seems 3 m tall. This film does not analyse child behaviour. The camera merely observes and records.

## Multi-Media Materials

See also the list of multi-media materials in section 1.

*Child's Play.* Heinemann Educational Books, 1975. Slides, tape, leaflets.

These materials were developed to show how learning takes place through play, how attitudes to play through the ages have changed, and how sounds, stories, and rhymes are important for young children. Also included are suggested learning activities.

Exploring Childhood Program. Education Development Center, Inc., EDC School and Society Programs, 55 Chapel Street, Newton, Massachusetts 02160.

This is a very thorough series of programs about child development and parenting which has been developed for adolescents. The program has sufficient materials for a two-year program, and new materials are regularly introduced. The study materials are presented in interchangeable modules with teacher's guides and references to other materials. The topics include child development, the influence of the home and family, children with special needs, and specialized areas such as children's art. (A film catalogue is available as well.)

Exploring Childhood was developed with the assumption that the student would do field work in child-care centres. Emphasis is placed on the development of the student's communication, observation, and writing skills. The reading level of most of the student materials is nearer the Intermediate than the Senior level. It is not necessary to purchase the complete modules to benefit from the series. Some of the materials may be integrated into existing courses. Students of "The Canadian Family in Perspective" on independent study could make use of the teacher's guides.

*Inside My Mom.* The National Foundation, March of Dimes, 1975. Filmstrip/slides, record/cassette.

In this kit a fetus, shown in cartoon style, discusses what foods "Mom" sends him regularly. He expresses special concern about empty-calorie foods and weight-control diets during a period when he is growing rapidly and needs quality nutrition.

*Me, Myself and I.* J.C. Penney, 1973. Teacher's guide, picture cards, records, puppets, flannel-board objects.

This kit has been designed to help preschoolers see themselves as worthy, trusting, responsive, and creative persons. It is also planned to help people who are living and working with preschoolers to gain understanding and confidence in handling them.

*Our Future Selves.* Canadian Broadcasting Corporation, 1980. 11 audiotapes (reel or cassette), 60 min each.

This series is about children, from conception to the teenage years. The participants were the children themselves, their families, and authorities from various professions. Although the series was intended for adult audiences, selections might be used in various family studies courses.



1. *The Longest Journey*. Focusing on the time from conception to birth, this part includes the following topics: pregnancy, prenatal classes, visits to the doctor, nutrition, and labour to the moment of birth.
2. *The Earliest Years*. Examines the special responsibilities, frustrations, and joys of the infant years and early childhood up to the time of starting public school.
3. *Another Mouth to Feed*. The economics of raising children.
4. *Children Are People, Too*. The legal rights of children and the responsibilities of adults who care for them.
5. *The Child in Conflict*. Deals with the criminal justice system as it affects children.
6. *The New Canadian Child*. The experience of moving into a new culture and the relationship of this move to the family system.
7. *The Native Child*. The needs and concerns of Indian and Inuit children.
8. *The Handicapped Child*. The effect of thoughtless attitudes on a handicapped child; the effect of a handicapped child on the rest of the family; preventive or remedial treatment.
9. *What Did You Learn in School Today?* An examination of our educational system.
10. *The Valuable Life*. Focuses on suicide by young people.
11. *The Future*. A summing up and a look at prospects.

*Parenting: Fathers, Mothers and Others*. J.C. Penney, 1975. Three-part filmstrip, cassette, posters.

Parenting as a relationship between human beings, whatever their age and kinship, is the central theme of this multi-media teaching unit. The following questions are dealt with: What is a parent? What essentials are needed for children to grow into physically and emotionally secure adults? What are the basic human rights of every child? What needs are shared universally by both children and adults? How do we learn to parent? How can communication skills increase effectiveness in parenting and in other relationships? The kit contains many action-awareness activities.

*Teacher's Kit for S.T.E.P.* (Systematic Training for Effective Parenting). American Guidance Service, 1976. Distributed by Psycan and Alfred Adler Institute of Ontario. Teacher's guide, posters, audiotape.

This kit is a companion to the textbook of the same name by Don Dinkmeyer and Gary D. McKay. See the annotation in the book listings for this section.

*Teaching and Caring: The Role of the Child Care Aide*. Butterick Publishing, 1979. Slides, tapes.

Care of children and their physical, social, and emotional development can be studied through the student's participation as an aide in a child-care centre. The responsibilities and benefits of such participation are covered in this kit. The kit is a useful resource for the study of child development, particularly for students who have been given assignments in

child-care centres. The pace of the kit makes it suitable for Grade 11 students.

The program is divided into the following four parts.

1. *You and Child Care*. This part emphasizes the child's needs and shows the secondary student how to gain self-understanding through an understanding of children.
2. *On the Job*. This part orients the student to the day-care centre and examines the functions of the centre, employer's expectations, learning centres, nutrition, and ethical behaviour.
3. *Helping Children Grow*. This part focuses on the child and shows how effective classroom management can foster the development of the child's potential.
4. *Parent-Child Incentive*. This part shows that the child's total environment must be considered in understanding behaviour; it also examines the important influence of the family.

### 3. Management of Family Resources

Several comprehensive resources for this unit that are related to the concepts of values and decision-making are listed in section 1 because they are relevant to more than one area of family studies. The additional resources listed in this section can help develop the concepts in more specific ways.

#### Books

Campbell, David P. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*. Niles, Ill.: Argus Communications, 1974.

This easy-to-read, humorous book is easily adapted to the needs of Senior secondary students and is useful to teachers in making a transition in content from the decision-making process related to family situations to decision-making related to career goals. The book is inexpensive and contains illustrations that appeal to students.

Deacon, Ruth E., and Firebaugh, Francille M. *Home Management: Context and Concepts*. Boston: Houghton Mifflin, 1975.

This excellent reference book uses the systems approach to study the managerial activity of individuals and families.

Lakein, Alan. *How to Get Control of Your Time and Your Life*. New York: New American Library, Signet, 1974.

Lakein's book has become a classic in time management. Developed for business, the concepts are universal and easily adapted by the teacher to the needs of secondary school students.

Linder, Staffan B. *The Harried Leisure Class*. New York: Columbia University Press, 1970.

This book discusses the scarcity of time and the need to allocate it among competing goals and needs. It shows how the whole quality of life is thus altered.

McLeod, W.E. *Shopper's Guide to Canadian Life Insurance Prices*. Ottawa: Consumers' Association of Canada, 1978.

This guide draws attention to the fact that prices of life insurance for similar or identical services vary widely from company to company. It contains tables that compare the various costs of life insurance as of January 1, 1978.

\_\_\_\_\_. *Tax Savings Plans in Canada*. 2nd ed. North Vancouver: International Self-Counsel Press, 1978.

This book provides a coherent description and discussion of the various retirement, house-purchase, annuity, mutual, and other funds available in Canada. Since laws and regulations constantly change, it would be advisable to check that the information provided is still up to date.

Murphy, Patricia D.; Cavanaugh, Helen Pyle; Geer, Carol; Plihal, Jane; Elsbend, La Vonne; and Norma, Maxine. *Consumer Education Curriculum Modules: A Spiral-Process Approach*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1974.

The modules presented by the authors use the processes of inquiry, valuing, and decision-making to help develop consumer skills. This book is useful for teachers creating consumer-education programs.

Nickell, Paulena; Rice, Ann Skith; and Tucker, Suzanne P. *Management for Family Living*. New York: John Wiley and Sons, 1976.

This is a revised edition of a classic college text. It includes a behavioural interaction approach; management as an interacting process; an emphasis on environmental resources and their relationship to world ecology; and change as a function of management. The four key concepts of family studies are emphasized throughout the book.

Oppenheim, Irene. *Management in the Modern Home*. 2nd ed. New York: Macmillan, 1976.

This general management book includes case studies that illustrate a variety of situations relevant to today's students. It also includes charts, illustrations, and a selected bibliography.

Purgraski, I. *Sorting Out Money Values*. Bay City, Mich.: C.E.M., 1976.

This book details a process for involving students in real consumer issues inside and outside of the classroom. It is an adaptation from Purgraski's book *Sorting Life Out* (see the listing in the book listings for section 1).

Thal, Helen M., and Holcombe, Melinda. *Your Family and Its Money*. Boston: Houghton Mifflin, 1973.

This book discusses how family life benefits when the use of money is brought under control. A management approach to money is used.

Troelstrup, A.W., and Crutchfield, J.R. *The Consumer in American Society*. 5th ed. New York: McGraw-Hill, 1974.

Consumer principles and information are examined in the context of the effect of consumer goods on the quality of life. An instructor's manual is available.

Walker, Kathryn E., and Woods, M.E. *Time Use: A Measure of Household Production*. Washington: American Home Economics Association, 1976.

This monograph documents the average time contributions made by the various family members to household work.



## Organizations, Periodicals, and Pamphlets

See also the list of periodicals in section 1.

Anderson, Marilyn, "Price Watch". *The Toronto Star*, ongoing column.

A consumer column that considers various domestic items, "Price Watch" uses an independent laboratory for the testing of products. Articles from the column apply to various areas of family studies. For example, "Instant Soups: Are They Worth Their Salt?" (March 16, 1980) could be used as a source of information for classes in "Management of Family Resources" or "Food and Nutrition".

Canada, Energy, Mines and Resources Canada, Office of Energy Conservation, 580 Booth Street, Ottawa, Ontario K1A 0E4.

This address publishes a variety of materials that will help teachers and students orient their thinking towards a conserver society. The following are two examples; others are listed in section 4:

- *Energy Management for the Future: A Sourcebook of Ideas and Activities for Energy Conservation Learning Programs* (1979). Book references and the following topics are included: energy and food, energy and the home, and conservation strategies.
- *The Garbage Book: How to Save Energy and Money by Throwing Out Less* (1976). This paperback offers ideas on recycling, getting more out of consumer products, and cutting food waste.

The Canadian Foundation for Economic Education, Suite S560, 252 Bloor Street West, Toronto, Ontario M5S 1V5.

This foundation is a source of advice in putting economic theory into practice.

Ontario, Ministry of Labour, Women's Bureau, 400 University Avenue, Toronto, Ontario M7A 1T7.

The Women's Bureau distributes a variety of publications on women in the labour force and affirmative action for women. Its services include vocational referral, statistics on day care, and films for loan. The following two publications are of interest to family studies classes:

- "*But ... What Else Can a Woman Be?*" (updated yearly). This extensive collection of newspaper articles shows women in non-traditional careers.
- *Job Search*. This workbook takes the reader step by step through the job-search process.

Refer also to the film *No Time Like Now: A Portrait of Women at Work*, which is listed in the films and videotapes listings of this section.

## Films

See also the list of films in section 1.

*The Buy Line*. Film Fair Communications, 1972. 16 mm, colour, 12 min. Distributed by Marlin Motion Pictures.

This film provides an overview of the methods used by advertisers to sell their products. Consumers

comment on the uses, advantages, and disadvantages of advertising in general, as well as on advertising directed towards children.

*The Consumer Game*. Pyramid Films, 1973. 16 mm, colour, 17 min. Distributed by International Tele-Film Enterprises. Also available for loan from the Ontario Ministry of Consumer and Commercial Relations, Consumer Information Centre.

This film looks at advertising techniques that do not give the consumer an objective view of the real price or quality of a product.

*The Giving Tree*. Stephen Bosustow, 1973. 16 mm, colour, 10 min. Distributed by Gordon Watt Films.

This simple film, based on the book by the same name, is the starting point for reflection and thought about relationships and whether material things will make one happy. The story is about a boy and the tree in which he plays as a boy, but cuts down when he becomes an adult. The metaphor of the tree could represent natural resources as well as exploitation within a relationship.

*More*. Macmillan Films, 1973. 16 mm, colour, 4 min. Distributed by Marlin Motion Pictures.

This animated film, satirizing our insatiable desire for things, might be used for an introduction to a unit on the conserver society.

*My Financial Career*. National Film Board, 1962. 16 mm, colour, 7 min.

This animated cartoon film of Stephen Leacock's account of his first banking venture might be used as an introduction to money management. Time has not detracted from the quality of this film.

*No Time Like Now: A Portrait of Women at Work*. Ontario, Ministry of Labour, Women's Bureau, 1977. 16 mm, colour, 30 min.

Produced by the Women's Bureau, this film explores a wide range of issues concerning women by means of interviews of women who represent a cross section of the labour force (trade, business, and professional). Factual information about women's legal rights in the labour force is also given. The film could be used to stimulate discussion on self-concept, sex role, legal rights of women, planning life goals, career choice, and management of a household.

## Multi-Media Materials

*Case Study: Buying a Chesterfield*. Ontario, Ministry of Consumer and Commercial Relations Canada/Consumer and Corporate Affairs, 1978. Leader's guide, case history, quiz, script, resource list.

This package makes excellent application of the small-group process. It will assist group participants to become more aware of their rights and responsibilities in the marketplace and to be more informed about the federal and provincial laws that exist to regulate and control unethical marketing practices.

*The Giving Tree*. Bosustow Productions, 1973. 10 min. Distributed by Gordon Watt Films. Slide, audio cassette.

A kit version of the book of the same name. There is a film version as well (see above).

*Money Management Library*. Household Finance Corporation of Canada, 1973. Booklets, filmstrips, leaflets.

Family studies educators have served as consultants for this kit, and many interesting teaching strategies are presented. The material covers important areas of personal and family finance.



## 4. Clothing

An extensive collection of large swatches of fabric (at least 0.5 m lengths) is an essential resource for clothing study. The collection should represent many colours, textures, fibres, weaves, and finishes and should be augmented each year as new fabrics appear. As well as being useful in cognitive development, films, slides, and other projectual materials can help students develop the concepts and learn some of the skills needed for their creative activities.

A variety of manuals, books, and visual materials on sewing and craft techniques should be available so that students can compare techniques and select those most suitable to their projects. A collection of samples prepared by the teacher, showing various construction methods, would also be helpful.

In addition to the resources listed in section 1, the following resources will be helpful in teaching "Clothing".

### Books

Alexander, P.R. *Textile Products: Selection, Use and Care*. Boston: Houghton Mifflin, 1977.

This basic text applies textile information to textile products. An instructor's manual is available.

American Fabric Magazine, eds. *Encyclopedia of Textiles*. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

This excellent source book for teachers and for student research covers the entire field of textiles: history, art, design, fibres, manufacturing and finishing processes, dyes, printing processes, and uses.

American Home Economics Association. *Textile Handbook*. Washington: American Home Economics Association, 1975.

An invaluable source of data on the chemical and physical properties of fibres, fabric construction, finishes, textile terminology, and fabric care.

Brett, Katherine B. *Women's Costume in Early Ontario*. Toronto: University of Toronto Press, 1965. Available from Royal Ontario Museum.

Costumes from the Royal Ontario Museum collection, dating from the period between 1784 and 1867, are illustrated, described, and discussed.

\_\_\_\_\_. *Women's Costume in Ontario: 1867-1907*. Toronto: University of Toronto Press, 1965. Available from Royal Ontario Museum.

Garments and accessories in the Royal Ontario Museum collection are illustrated in black-and-white pictures.

Brinkley, Jeanne, and Aletti, Ann. *Altering Ready-to-Wear Fashions*. New York: Charles Scribner's Sons, 1977.

This book will prove to be a useful reference for students who wish to examine the principles and techniques of altering men's and women's ready-to-

wear clothing rather than creating a garment from pattern and fabric.

Corbman, Bernard P. *Textiles: Fiber to Fabric*. Toronto: McGraw-Hill Ryerson, 1979.

Mary Humphries of Seneca College has adapted this classic text for Canadian readers. Information is given about fibres, yarns, methods of fabric production, finishes, dying, and fabric care. Written primarily for students or workers in the textile field, this book is a valuable resource for the teacher of clothing or the student who needs detailed information for a research project.

Craig, Hazel T. *Clothing: A Comprehensive Study*. Rev. ed. New York: J.B. Lippincott, 1973.

This comprehensive text surveys the broad field of clothing in its historical, sociological, psychological, aesthetic, scientific, consumer, and creative aspects. Students will appreciate the way in which the concepts are related to their own choice and use of clothes. Each chapter contains a list of generalizations and student learning activities. An annotated version is available for teachers.

Cunnington, Phillis, and Lucas, Catherine. *Costume of Household Servants: From the Middle Ages to 1900*. New York: Barnes & Noble Books, 1974.

See the following annotation.

\_\_\_\_\_. *Occupational Costume in England*. New York: Humanities Press, 1976.

Most books on the history of costume concentrate on the fashions of the more-leisured classes; this book fills a wide gap by reporting on the clothes worn by such people as manual workers, crafts people, miners, sailors, and servants at work.

Hollen, Norma R., and Saddler, Jane. *Textiles*. 5th ed. New York: Macmillan, 1979.

An easy-to-read and clearly illustrated source of information on the production, identification, use, and care of textiles.

Horn, Marilyn J. *The Second Skin*. 2nd ed. Boston: Houghton Mifflin, 1975.

This book studies clothing in its cultural, social, psychological, physical, economic, and aesthetic contexts. It provides an academic link between Craig's more elementary text, *Clothing: A Comprehensive Study*, and Roach's classic collection of readings, *Dress, Adornment and the Social Order*. There is a summary and bibliography at the end of each chapter. An instructor's manual is available.

Humphries, Mary. *Fabric Data*. Markham, Ont.: 1980. Available from the author, 1 Wootten Way South, T.H. 43, Markham, Ontario L3P 3H7.

This loose-leaf reference book contains textile information for the lay reader. It features fibre classification and behaviour, Canadian labelling, an index of trade names, metric conversion, and resource materials.

Latzke, Alpha, and Hostetter, H.P. *The Wide World of Clothing*. New York: John Wiley and Sons, 1968.

Students who read this book will have a better understanding of the influence of clothing on present-day society, how the fashion world operates, and the relationships among producer, retailer, and consumer. They will discover how psychological and social needs can be fulfilled through clothing and will be better able to formulate the criteria for the selection of their personal wardrobes.

Lewis, Virginia Stolpe. *Comparative Clothing Construction Techniques*. Minneapolis: Burgess Publishing, 1976.

This reference book can help teachers advise students on the selection of sewing techniques for particular purposes.

Lyle, Dorothy Siegert. *Modern Textiles*. New York: John Wiley and Sons, 1976.

This is a succinct, consumer-oriented introduction to textiles. It recommends learning activities for independent study and experimentation. An instructor's manual is available.

Roach, Mary Ellen, and Eicher, Joanne Bubolz, eds. *Dress, Adornment and the Social Order*. New York: John Wiley and Sons, 1965.

This unique book is a collection of fifty-four articles, from both scholarly and popular journals, concerned with the relationships between the social order and human adornment. It discusses diversity in cultural patterns, social organization, dress and the individual, and stability and change in patterns of dress. An extensive annotated bibliography is included.

Sutton, Joan. *Clothing and Culture: Contemporary Concepts, Selected Sources*. Toronto: McClelland and Stewart, 1975.

This resource book is designed to supplement the kind of learning program that looks at clothing as a reflection of mores, values, and culture. It strives to help the student develop the ability to observe, perceive, and question when exploring contemporary issues relevant to clothing.

Wilcox, R.T. *Five Centuries of American Costume*. New York: Charles Scribner's Sons, 1976.

The everyday dress of Americans from the earliest inhabitants through the conquerors and settlers to the men, women, and children of the 1960s is sketched in detail and described. Included are 107 pages of drawings.

\_\_\_\_\_. *Folk and Festival Costume of the World*. New York: Charles Scribner's Sons, 1965.

Black-and-white drawings show the traditional folk and festival costumes of countries and ethnic groups where native dress is still worn, either every day or for special occasions.

\_\_\_\_\_. *The Mode in Costume*. New York: Charles Scribner's Sons, 1942.

This book deals with fashion and dress, giving a complete history from 3000 B.C. to the present with over 1200 illustrations.

Wingate, Isabel B. *Textile Fabrics and Their Selection*. 7th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

This comprehensive reference text covers the production, identification, use, and care of textiles.

Wingate, Isabel B., ed. *Fairchild's Dictionary of Textiles*. 6th ed. New York: Fairchild's Books and Visuals, 1979.

This book provides more than 1400 definitions of human and natural fibres, yarns, fabrics, weaves, dyes, printing processes, and finishes.

Wingate, Isabel B., and Burkholder, Ralph. *Laboratory Swatch Book: Textile Fabrics and Their Selection*. 7th ed. Dubuque, Iowa: William C. Brown, 1976.

This is a laboratory manual.

## Organizations, Periodicals, and Pamphlets

See also the list of periodicals in section 1.

Apparel Studies Association of Canada, c/o School of Household Economics, University of Alberta, Edmonton, Alberta T6G 2E2.

This association provides contacts and the opportunity to communicate with other Canadians interested in apparel. It also publishes a newsletter with information on the behavioural aspects of clothing.

Canada, Consumer and Corporate Affairs, Consumer Services, Place du Portage, Phase 1, Hull, Quebec K1A 0C9.

The following represent some of the materials available for "Clothing" courses:

- *Consumer Aware! Carelessness and Fabric Facts* (fire hazards of textiles)
- *Consumer Aware! Fire Facts on Carpeting* (minimum standards for carpeting)
- *Follow the Signs* (a pamphlet explaining clothing-care symbols)
- *Follow the Signs* (a small poster; see above)
- *Labels Tell the Story* (a pamphlet explaining the required information under the Textile Labelling Act)
- *Look for This Label* (explains Canada Standard Sizing, a program designed to ensure consistent fit with clothes bearing the CSS label; contains measurement charts)
- *Safety Glass* (requirements for and the dangers of glass doors)

Costume Society of Ontario, Box 2044, Bramalea, Ontario L6T 3S3.

The aims of this society include (a) the proper recording, educational use, and care of Canadian costume, and (b) to make possible properly directed studies of historical costume of the world. The organization assists students in related fields and encourages professionals to contribute their particular knowledge. Short courses and workshops are offered from time to time; a newsletter is published periodically; and filmstrip teaching aids are available to members.



Stretch and Sew Fabrics, 298 Lakeshore Road West, Mississauga, Ontario L5H 1G6.

These organizations hold regular sewing courses related to work with knit fabrics. The construction of a variety of garments suitable for all phases of the life cycle is taught in these classes. The organization also has a number of publications available. Other Stretch and Sew centres are located throughout the province.

*Style*. Maclean-Hunter Limited, 481 University Avenue, Toronto, Ontario M5W 1A7.

This monthly magazine is the journal of the Canadian retail clothing trade. It can provide students with excellent consumer information.

*Textiles*. The Shirley Institute, Didsbury, Manchester M20 8RX, England.

This textile magazine is published three times a year. It contains articles of interest to teachers and Senior students.

## Films

See also the list of films in section 1.

*Clothing and Fashion: A History*. Benchmark Films, 1973. 16 mm, colour, 26 min. Distributed by Marlin Motion Pictures.

This amusing, animated film shows the evolution of fashions in clothing from Egyptian times to today. It shows how we choose our clothing for reasons of social status, conformity, and vanity rather than utility.

*Clothing: A Pair of Blue Jeans*. Learning Corporation of America, 1971. 16 mm, colour, 15 min. Distributed by Marlin Motion Pictures.

This film offers many ideas for discussion: the historical, social, and psychological aspects of clothing; textile and garment production; and advertising and economics.

*Fine Feathers*. National Film Board, 1968. 16 mm, colour, 5 min.

The two birds in this cartoon want to change their feathers: their attitudes can spark discussion on the social-psychological aspects of clothing. This film points out the consequences of vanity and of trying to be what you are not.

*I Wear My People's Clothes*. Playing With Time, 1979. 16 mm, colour, 18 min.

The psychological and sociological aspects of clothing are aptly demonstrated in this very tight film. Jamshed Mavalwala, Professor of Anthropology at the University of Toronto, points out that clothing has always been an important yardstick in measuring a person. Yet our reasons for choosing clothes are illogical and closely integrated with sense of self. His discussion is illustrated with film clips from the Canadian scene showing various ethnic groups as well as the mainstream culture. Clothing that was ridiculed in one generation becomes high fashion in the next. The film contains original music by Dan Hill.

*Saskatchewan - Forty-Five Degrees Below*. National Film Board, 1971. 16 mm, colour, 14 min.

This film depicts a winter day on the Saskatchewan prairie and shows how to withstand the cold, including ways of dressing for it.

*Silkmaking in China*. Atlantis Productions, 1976. 16 mm, colour, 13 min. Distributed by Viking Films.

This beautifully photographed film shows the entire process of silk-making and its historical importance in the People's Republic of China.

## Multi-Media Materials

Brett, K.B. *Clothing Worn in Canada: Changing Fashion in the 19th Century*. Canada's Visual History, vol 41. National Museum of Man/National Film Board, no. 535C0378031. 16 mm, colour. Distributed by McIntyre Educational Media.

This kit gives a wide view of nineteenth-century Canadian costume, comparing it to costume elsewhere and examining the clothing of men, women, and children from various social strata and a wide geographical range. The set of thirty slides is drawn from a wide variety of material including photographs of surviving costumes and accessories, drawings, and paintings.

Mrs. Brett is Curator Emeritus of the Textile Department of the Royal Ontario Museum and is the author of numerous articles and publications. The publications of Canada's Visual History are intended to bring teachers and students an awareness of resources in photographs, documents, and artifacts distributed throughout Canada's museums and archives.

*Clothing: The Silent Language*. Ryerson Media Centre, 1976. 76 slides, tape/cassette.

This kit examines the reasons for wearing clothes and serves as an introduction to the social-psychological aspects of clothing.

Maynard, Margaret. *The History of Dress*. Visual Productions, n.d. Distributed by McIntyre Educational Media. 4 filmstrips, 2 cassettes, teacher's guide.

This series presents the history of costume in the usual matter-of-fact manner, drawing primarily from art descriptive of the upper class to support the concepts introduced. Parts of the series could be adapted by the teacher to become relevant to the family studies program. The series has four parts: (a) "The Shape of Fashion", (b) "Fabric and Style", (c) "Dress and Communication", and (d) "Ritual and Ceremony".

## 5. Housing

In addition to the listings in section 1, the following are useful resources for the study of "Housing" in family studies. (See also the textile books listed in section 2 for information on household textiles.)

### Books

Agan, Tessie, and Luchsinger, Elaine. *The House: Principles, Resources, Dynamics*. New York: J.B. Lippincott, 1965.

This book provides the factual information essential to making wise and confident choices when selecting and planning a home. Particular emphasis is placed on the relationship of these choices to family well-being.

Alexander, Harold W. *Design: Criteria for Decision*. New York: Macmillan, 1976.

In this well-illustrated book all aspects of design and its application to the environments in which we live – cities, neighbourhoods, homes, interiors – are investigated.

Allen, Phyllis S. *Beginnings of Interior Environment*. Provo, Utah: Brigham Young University Press, 1977.

Written especially for students in introductory courses in interior design, this profusely illustrated book emphasizes the creation of an atmosphere appropriate to one's personal lifestyle and financial resources.

Aronson, Joseph. *The Encyclopedia of Furniture*. New York: Crown Publishers, 1965.

This illustrated volume contains extensive information on furniture styling and production, designers and makers, materials, architecture, and decoration.

Beitler, Ethel J., and Lockhart, Bill C. *Design for You*. New York: John Wiley and Sons, 1969.

Written by teachers of art, this is an excellent reference book for the family studies teacher. It is well illustrated with sketches and black-and-white and coloured photographs.

Conroy, Mary. *Canada's Quilts*. Toronto: Griffin House, 1976.

This book relates information on the history of quilts and quilt-making to the social history of Canada. Quilts are shown to have been an integral part of the Canadian family environment from early days to the twentieth century.

Craig, Hazel Thompson. *Homes With Character*. Lexington, Mass: D.C. Heath, 1980.

This is a revised edition of a classic book on housing and interior decoration. The information on the economic, managerial, and social aspects of housing have been expanded.

Eccli, Eugene, ed. *Low Cost, Energy-Efficient Shelter for the Owner and Builder*. Emmaus, Pa: Rodale Press, 1976.

This book discusses the uses and benefits of small, efficient spaces designed to accommodate a comfortable lifestyle while conserving resources and energy. The book is applicable to the construction of new housing, not the renovation of older buildings.

Faulkner, Ray N., and Faulkner, Sarah. *Inside Today's Home*. 4th ed. New York: Holt, Rinehart and Winston, 1975.

In this large, well-illustrated book the authors examine the home in terms of its design, construction, furnishings, function, and cost, through such unifying themes as intended use, economy, beauty, and individuality. However, the ideas presented are unrealistic for many families.

Gutman, R., ed. *People and Buildings*. New York: Basic Books, 1972.

The effect of working and living spaces on human behaviour is analysed by biologists, sociologists, psychologists, and architects.

Hall, Edward T. *The Hidden Dimension*. Garden City, N.Y.: Anchor Books, 1969.

In this unusual and interesting study an anthropologist examines human use of public and private space.

Krissdottir, Morine, and Simon, Joan. *Shielding: People and Shelter*. Toronto: Oxford University Press, 1977.

Written especially for Canadian students, this book deals with the social, cultural, and economic aspects of housing in Canada and several other countries from very early times to the present. Useful suggestions for discussion and activities are included.

MacRae, Marion, and Adamson, Anthony. *The Ancestral Roof*. Toronto: Clarke, Irwin, 1963.

This book on early Ontario architecture illustrates the evolution of the house plan through changes in taste, methods of heating, manufacture, availability of building materials, and the standard of living.

\_\_\_\_\_. *Man and His Urban Environment*. Reading, Mass.: Addison-Wesley, 1976.

This advanced-level book presents a synthesis of past research that attempts to link the social characteristics and activities of people with the kinds of homes and neighbourhoods in which they live and with those aspects of the physical environment that have been shaped by planners, architects, and engineers.

Minhinnick, J. *At Home in Upper Canada*. Toronto: Clarke, Irwin, 1970.

This study of early Canadian homes and furnishings is a beautifully illustrated contribution to our knowledge of the social history of Canada.



Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment*. 2nd ed. New York: McGraw-Hill, 1979.

This book introduces the high school student to the idea that a person's way of life is influenced by where he/she lives and the standard of his/her living facilities. Part I deals with housing, part II with furniture and furnishings, and part III with household equipment. A teacher's manual is available.

\_\_\_\_\_. *Interior Design*. New York: McGraw-Hill, 1979.

This second section of *The Home: Its Furnishings and Equipment* has been published in paperback. Sections include an examination of the importance of interior design, colour, buying and arranging furniture, accessories, and linens.

*New Life for Old Dwellings: Appraisal and Rehabilitation*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1975.

This book discusses the price of rehabilitating older wood-frame houses, compared with the cost of constructing new ones.

Richardson, Boyce. *The Future of Canadian Cities*. Toronto: General Publishing, 1972.

Written by a journalist, this book provides some thought-provoking material to help students look at values in relation to housing and community planning.

Rudofsky, Bernard. *Architecture Without Architects*. Garden City, N.Y.: Doubleday, 1969.

This book introduces the reader to "primitive" architecture that results spontaneously from the application of human intelligence to human modes of living. The writer sees the philosophy and practical knowledge of untutored builders as an untapped source of inspiration for humans trapped in the chaotic cities of industrial societies.

Safdie, Moshe. *Beyond Habitat*. Toronto: William Collins and Sons, 1973.

The architect of Habitat comments on many aspects of housing.

St. Marie, Satenig. *Homes Are for People*. New York: John Wiley and Sons, 1973.

This book is a philosophical statement on the home and its importance in shaping human lives. It is a source of ideas designed to spark creative thinking and contains many excellent pictures and sketches.

Shackleton, Philip. *The Furniture of Old Ontario*. Toronto: Macmillan, 1973.

This beautifully illustrated book is concerned with the furniture made and used by the people who came to Ontario in the early eighteenth and nineteenth centuries. It provides insights into a way of life.

Sherwood, Ruth F., and Sherwood, George. *Homes Today and Tomorrow*. Peoria, Ill.: Charles A. Bennett, 1976.

This well-illustrated, comprehensive book on housing is designed to help the student evaluate the

ideas of others and develop his/her own ideas. Useful suggestions for activities and case problems are included at the end of each chapter. A teacher's guide and visual masters are also available.

Sommer, Robert. *Tight Spaces: Hard Architecture and How to Humanize It*. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

The author examines the peculiarities and complexities of human space requirements and relates them to the creation of structures based on human needs.

Steady, Richard N. *Steady's Practical Canadian Mortgage Guide*. Rev. ed. Toronto: General Publishing, 1979.

This is a Canadian guide to buying and mortgaging a home.

Stepat-Devan, Dorothy. *Introduction to Home Furnishings*. 2nd ed. New York: Macmillan, 1971.

Written for introductory courses in home furnishings, this second edition reflects the new technologies now in use in housing and interior design. Attention is also given to home projects and low-budget decorating.

Ward, Barbara. *The Home of Man*. Toronto: McClelland and Stewart, 1976.

This book was written for the 1976 Habitat Conference and provides a global perspective on housing and urban planning.

Wedin, Carol S., and Nygren, Gertrude L. *Housing Perspectives: Individuals and Families*. Minneapolis: Burgess Publishing, 1976.

This is an overview of economic, sociological, and psychological aspects of housing.

## Organizations, Periodicals, and Pamphlets

Current publications on housing, particularly those of Canadian origin, are useful, inexpensive, and readily available. Valuable, up-to-date information can be found in reports appearing in newspapers and magazines as well as in publications from the following sources and in the periodical listings in section 1.

Canada, Energy, Mines and Resources Canada, Office of Energy Conservation, 580 Booth Street, Ottawa, Ontario K1A 0E4.

Besides the publications listed in section 3, the following materials are available from this address:

- *100 Ways to Save Energy in the Home* (1979). This paperback includes material on keeping heat in, savings in the kitchen, appliances, and conservation for apartment dwellers.
- *Keeping The Heat In: How to Re-Insulate Your Home to Save Energy and Money and Be More Comfortable Too* (1976).
- *Energy Matters* (1979). This includes information for the conservation of energy within the home.
- *The Billpayer's Guide to Furnace Servicing* (1975). A paperback with photograph illustrations.
- *Gas Furnace Efficiency Calculator*. A gauge.

Canada Mortgage and Housing Corporation, Ontario Regional Office, 2255 Sheppard Avenue East, Suite E.222, Willowdale, Ontario M2J 1U7.

This office offers the following services of interest to family studies teachers.

- a list of district offices from which publications may be obtained;
- an information kit, containing information about the financing of housing;
- a catalogue of films and visuals that are distributed from this address.

Canadian Carpet Institute, 1080 Beaver Hall Hill, Montreal, Quebec H2Z 1T6.

The institute publishes information for consumers such as *Care for Your Carpet* (1976).

Canadian Housing Design Council, Rm. 11/15, CMHC National Office, Montreal Road, Ottawa, Ontario K1A 0P7.

This organization has various publications on housing design including *Awards for Residential Design*. A price list is available.

*Current*, 212 King Street West, Suite 214, Toronto, Ontario M5H 1K5.

Published six times a year by Ontario Hydro's education program for teachers.

Ecology House, 12 Madison Avenue, Toronto, Ontario M5R 2S1.

An old house in the centre of Toronto was saved from demolition and converted into an energy-efficient, ecologically sound dwelling by volunteers from Pollution Probe with financial support from various institutions. Features of this building include a solar greenhouse, energy-efficient appliances, a solar domestic hot-water system, insulating shutters and curtains, and more. Ecology House is open to the public for tours and as a resource centre. *Energy House*, a pamphlet available from the address above, includes a bulletin-board-size poster illustrating a cross section of the house. Factsheets are also available on various topics, such as alternate heating systems and conserving water and electricity.

Housing Ontario. Communications/Publications, Ministry of Housing, 56 Wellesley Street West, 2nd Floor, Toronto, Ontario M7A 2K4.

Intended for professionals in the field and focusing on housing problems and community development, this magazine has many articles related to "Housing", unit 3.

HUDAC. Housing and Urban Development Association of Canada, National Office, 10th Floor, 15 Toronto Street, Toronto, Ontario M5C 2E3; Provincial Office, 180 Bloor Street West, Suite 701, Toronto, Ontario M5S 2V6.

The national office has publications aimed at members of the building industry and the public. For example, *The Care of Your Apartment Home* is an easy-to-read booklet giving very basic instructions about the care of appliances, floors, and so on. The provincial office also distributes publications and should be able to supply the addresses of local offices.

Ontario, Ministry of Energy. *Turn on the Sun*. Toronto: Ministry of Energy, Ontario, 1979. Available from Ontario Government Publications Centre.

This booklet explains the basic principles of solar heat and gives descriptions and locations of solar houses in Ontario. An extensive reference list is provided.

Ontario, Ministry of Housing, Communications Branch, 2nd Floor, 56 Wellesley Street West, Toronto, Ontario M7A 2K4.

This address sends a kit, *Ministry of Housing*, which contains pamphlets, including the following:

1. *Canada's First Solar-Heated Apartment Building* (1979)
2. *Assisted Rental Housing for Families* (n.d.)
3. issues of *Outline* with the following titles:
  - *Assisted Housing: Guidelines for Admission and Continued Eligibility* (1979)
  - *Community Housing Division* (rev. 1979). This states the location of co-ordinators of assisted housing throughout the province.
  - *Community Planning Study Grants* (rev. 1979). This provides information about grants to small municipalities with little planning staff and resources.
  - *Community Renewal Branch* (n.d.)
  - *Local Housing Authorities* (1980)
  - *Local Planning Branch* (1979)
  - *Main Street Revitalization Program* (1978)
  - *Municipal Non-Profit Housing* (1980)
  - *Ontario Housing Corporation* (n.d.)
  - *Ontario Land Corporation* (1979)
  - *Private Assisted Rental Program* (1980)
  - *Project Planning Branch* (1979)
  - *Public Housing Assistance* (rev. 1980)
  - *Rent Supplement Program* (1980)
  - *Townsend New Community* (1979)
  - *Urban Development Standards* (rev. 1976)

The kit also contains two special issues of *Ontario Housing*: the June 1, 1980, issue which focuses on renewal; and the July 1, 1980, issue which lists provincial and federal housing, planning, and renewal programs in Ontario.

Mr. Warren Harding, Special Services Officer, at the above address has been helpful in providing teachers with up-to-date information. Films from Ontario Housing are distributed through Association Films, Toronto.

Ontario, Residential Tenancy Commission. *Rent Review: Here Are the Facts*. Toronto: Queen's Printer, 1980.

This booklet provides general information on part XI of Ontario's Residential Tenancies Act, 1979.

Toronto Home Builder's Association, 5218 Yonge Street, Toronto, Ontario M2N 5P6.

This organization, associated with HUDAC, will send speakers into the classrooms in its area.

Urban Development Institute, 60 Bloor Street West, Box 12, Toronto, Ontario M4W 3B8.

The publications from this centre would need careful adaptation to be of benefit to students.



## Films

See also the list of films in section 1.

*Co-op Housing: The Best Move We Ever Made.* National Film Board, 1975. 16 mm, colour, 22 min.

See the following annotation.

*Co-op Housing: Getting It Together.* National Film Board, 1975. 16 mm, colour, 23 min.

This and the previous film explore the reasons behind the present housing crisis and try to answer common questions about housing co-operatives. They suggest ways of starting and managing the construction of new housing or of rehabilitating existing housing.

*Family House.* National Film Board (for Canadian Housing Design Council), 1970. 16 mm, colour, 16 min.

This film provides an artistic treatment of change in the philosophy of housing. It is composed entirely of still photographs and nostalgic Victorian paintings and is based on an essay by the distinguished Canadian architect Humphrey Carve. The film contrasts the old-fashioned image of the family house as domicile from the cradle to the grave with the realities of today's more transient population. This film is designed to stimulate thought and discussion on housing and town planning.

*The House.* Louise Van Gasteren, Holland, 1961. 16 mm, b/w, 32 min. Distributed by McGraw-Hill Ryerson.

This film flashes back and forth through the history of an old house that is being demolished. Out of the fragments grows a mosaic of the lives of the occupants over half a century. The film brings out values related to housing and people.

*Legault's Place.* National Film Board, 1964. 16 mm, b/w, 10 min.

This film tells the story of an elderly man and his aging cabin in a new suburb of Montreal.

*Little Burgundy.* National Film Board, 1968. 16 mm, b/w, 30 min.

When an old area of a city is to be demolished to make way for a new low-rental housing development, is there anything that the residents can do to protect their own interests? This film depicts such a situation in the Little Burgundy district of Montreal. It shows how the citizens organized themselves into a committee that made effective representations to city hall and successfully influenced housing policy.

*Neighbourhoods.* Canada Mortgage and Housing Corporation, 1971. 16 mm, colour, 13 min.

This film examines multiple-dwelling and ethnic neighbourhoods and also looks at slums and urban renewal.

*A Sense of Place.* National Film Board and The Canadian Habitat Secretariat, 1976. 16 mm, colour, 57 min. Distributed by National Film Board.

Shot in eight different countries around the world, this film explores the main elements of human

settlements, focusing on the people that inhabit and create these settlements. The film requires careful pre-planning in order to hold the interest of students.

*The Solar Frontier.* National Film Board, 1977. 16 mm, colour, 25 min. Distributed by Canadian Filmmakers Distribution Centre.

Solar-heated houses in Canada are featured along with their architects and owners. The film explains the basic technology of solar heat and shows methods used to give better insulation. Refer to the listings on Ecology House and Ontario, Ministry of Energy in the organizations listings for this section.

*Where We Live.* The Human Journey. CTV Television Network, 1971. 16 mm, colour, 50 min.

This film investigates the problems that stop our society from providing Canadians with the right kinds of housing at a reasonable price. It explores alternatives to the high-rise apartment.

## Multi-Media Materials

American Home Economics Association. *Consumer Color Chart.* Washington: American Home Economics Association, n.d.

Produced by the Munsell Color Company with the U.S. Cooperative Extension Service, this resource provides fundamental information for a classroom unit on colour.

*From Caves to Condominiums.* Ontario Housing Corporation, 1972. Available from Mr. Warren Harding, Special Services Officer, Communications Branch, Ministry of Housing, Ontario. 120 slides, cassette (20 min).

This kit presents a well-researched history of housing.

*Directions in Housing.* Vancouver: See Hear Productions, 1979. Distributed by HUDAC. Slides, cassette.

The concept of medium-density housing is introduced in two parts of 15 min each. Part 1, "Housing Design - Opportunities and Alternatives", uses diagrams and actual projects to illustrate basic design principles and to show how they may be adapted to compact housing. Part 2, "Compact Housing, Canada's Alternatives", describes various aspects and benefits of compact housing and encourages municipal builders to explore the potential this form of housing has to offer. Samples of development in several parts of Canada are surveyed. The target groups for this production were builders and community groups, but the material can be adapted for Senior classes.

*The Language of Art Series.* Visual Education Consultants, P.O. Box 52, Madison, Wisconsin 53701.

This series consists of six filmstrips on colour, form, texture, space, and three-dimensional arts.

*Your Space and Mine: A Behavioral Approach to Environment.* J.C. Penney, 1975. 3 filmstrips, cassette, activity sheets, poster, teacher's guide.

This unit investigates the interrelationship of personal space, sensory cues, environmental messages, the personalization of surroundings, and behaviour settings.



## 6. Food and Nutrition

A variety of up-to-date resources are needed if students are to make valid generalizations and further develop the major concepts in "Food and Nutrition". Books that give a balanced picture of food customs around the world are not numerous; therefore, students should be encouraged to use newspapers and magazines as supplementary sources of information. Films and slides are an excellent means of increasing student awareness of actual conditions in countries with which students are unfamiliar. Also valuable are first-hand reports by immigrants to Canada and by people who have worked in other countries under such auspices as the Canadian University Services Overseas, the Canadian International Development Agency, and the Food and Agricultural Organization. Local nutrition professionals such as dietitians and Ministry of Health nutritionists can help students explore nutrition needs in the community.

In addition to the resources listed in section 1, the following resources will be helpful in teaching "Food and Nutrition". (Few ethnic cookbooks have been listed because a wide selection is readily available.)

### Books

Ackroyd, W.R. *The Conquest of Famine*. New York: Reader's Digest Press, 1975.

A distinguished international nutritionist traces the history of the world's great famines and explores the methods that today's nations must use if future famines are to be prevented. The book presents an economist's point of view.

Barer-Stein, Thelma. *You Eat What You Are*. Toronto: McClelland and Stewart, 1979.

Gastro-ethnology is the author's term for the combination of food and cultural traditions that she presents in this book. The cultural traditions, food preferences, and food rituals of more than fifty-two ethnic groups in Canada are described, but there is no attempt to show how the traditions have evolved since the various peoples left their countries of origin. Because of the all-inclusive nature of the book, broad generalizations are drawn, but an extensively documented list of source references will permit the student to delve further. Barer-Stein intended her work to be a source book for the professional and student. It is a good library reference book.

Berg, Alan. *The Nutrition Factor: Its Role in National Development*. Washington: Brookings Institute, 1973.

This book offers an interdisciplinary approach to the complex problems of providing enough food of the right kind for the world's peoples. Economics, agriculture, education, and politics, as well as nutrition and sociology, have a role to play in solving these problems.

Birch, G.G.; Green, L.F.; and Plaskett, L.G., eds. *Health and Food*. New York: Halstead Press, 1973.

Teachers will find the articles in this book to be an excellent source of technical information on such

topics as additives in food, space foods, single-cell proteins as food, and new dietary treatments for diseases, including inborn errors of metabolism.

Birch, Herbert G., and Gussow, Joan Dye. *Disadvantaged Children: Health, Nutrition and School Failure*. New York: Harcourt Brace Jovanovich, 1970.

Drawing on research in various parts of the world, the authors examine the relationships among poverty, disadvantage, nutrition, and educational failure.

Bogert, Jean L.; Briggs, George M.; and Calloway, Doris Howes. *Nutrition and Physical Fitness*. 9th ed. Philadelphia: W.B. Saunders, 1973.

This useful general-reference book is divided into three sections, dealing with nutrients and their function, food intake and utilization, and applied nutrition. Many diagrams and charts are also provided.

Bright-See, Elizabeth, and Hope, Jane. *Weight Control: A Guide for Teenagers*. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1980.

Prepared under the auspices of the Program in Human Nutrition, Faculty of Medicine, University of Toronto, this booklet offers valid information which is easy for the adolescent to understand and put into action.

Brown, Lester R., and Eckholm, Eric P. *By Bread Alone*. Elmsford, N.Y.: Pergamon Press, 1976.

Drawing on history, geography, economics, and science, the authors trace the ways humans have met or failed to meet their needs for a stable food supply. They explore the possible environmental consequences associated with the continual increase in food production and underline the need for acting now to prevent a global food crisis.

Darby, W.J.; Chalioungui, P.; and Grivetti, L. *Food: The Gift of Osiris*. 2 vols. New York: Academic Press, 1977.

This two-volume book focuses on food habits, attitudes, and taboos in ancient Egypt and the beliefs from which they sprang. It moves from prehistoric times to the era of Egypt's great expansion. Volume 1 discusses animal-based products. Volume 2 deals with cereals, vegetables, fruit, and alcoholic beverages.

Deatherage, F.E. *Food for Life*. New York: Plenum Publishing, 1977.

This book presents fundamental principles of biology and nutrition in an interdisciplinary approach to the study of food production and consumption. It discusses economic, social, and governmental controls on food supply and utilization and considers future world supplies.

Deutsch, Ronald M. *The New Nuts Among the Berries*. Palo Alto, Calif.: Bull Publishing, 1977.

This new edition of an exposé of American food fads is delightful and informative. It describes food

fads and nutrition nonsense from early America to the present day.

Deutsch, Ronald M. *Realities of Nutrition*. Palo Alto, Calif.: Bull Publishing, 1976.

Deutsch, who is a science writer and not a scientist, presents an interesting and balanced account of nutrition, based on factual information.

*Edible TV: Your Child and Food Commercials*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1977.

This report is based on a study of the effects of television food advertising on children.

Fremes, Ruth, and Sabry, Zak. *Nutriscore*. Toronto: Methuen, 1976.

The authors espouse a no-nonsense approach to food selection, based on their beliefs that the physiological needs of the body must be the primary consideration when choosing food. The underlying assumption is that social, psychological, and cultural factors influencing food choice must ultimately give way to physiological needs. This is a useful book for projects in which students analyse their own dietary patterns.

Gifft, Helen H.; Washbon, Marjorie B.; and Harrison, Gail G. *Nutrition, Behavior and Change*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

The authors of this book have combined theory with the results of research from a variety of sources and disciplines to provide a broad view of human behaviour and its effects on food habits and nutritional status.

Guthrie, Helen Andrews. *Introductory Nutrition*. 4th ed. St. Louis: C.V. Mosby, 1979.

This general-reference book on nutrition deals with food needs over the life cycle. It includes sections on nutrients and short chapters on food faddism and world nutrition. It is a useful reference book for the average student.

Harrison, Molly. *The Kitchen in History*. New York: Charles Scribner's Sons, 1977.

It has been a long, slow journey from primitive fire to microwave oven. This book traces the history of the working centre of the home from prehistoric times to the present.

Horizon Cookbook Editors. *The Horizon Cookbook and Illustrated History of Eating and Drinking Through the Ages*. Garden City, N.Y.: Doubleday, 1968.

This is a fascinating history of food and food customs around the world. Included are recipes for interesting dishes, grouped by course and sometimes accompanied by an explanation of their backgrounds and the traditions associated with them.

Jenner, Alice. *Food: Fact and Folklore*. Toronto: McClelland and Stewart, 1973.

Excerpts from a variety of sources have been used to illustrate the following topics: the effect of social,

cultural, and religious influences on food; economic considerations and food; disease and malnutrition; food fads; nutrition and the quality of life; and foods of the future.

Katz, Deborah, and Goodwin, Mary T. *Food: Where Nutrition, Politics and Culture Meet*. Washington: Center for Science in the Public Interest, 1976.

This book contains many suggestions for studying the political, social, psychological, biological, and other forces that control food availability and food habits.

Kowtaluk, H., and Kopan, A.O. *Food for Today*. Peoria, Ill.: Charles A. Bennett, 1977.

This high school book has a broad base, covering basic nutrition, consumer decisions, basic food preparation, and ethnic and regional foods. Emphasis is placed on the values approach and on problem-solving techniques. A teacher's resource guide is available. The book could also be useful for earlier grades.

Kraus, B. *United Nations Cookbook*. New York: Simon & Schuster, 1970.

This is a collection of interesting, delicious, and authentic recipes from United Nations countries. The recipes have been adapted for use in North America.

Lambert-Lagacé, Louise. *Feeding Your Child*. Cambridge, Ont.: Collier-Macmillan/Habitek, 1976.

"2 cups of love, 1 cup of hope, 2 cups of health and 2 cups of key foods" is Louise Lambert-Lagacé's recipe for the feeding of children. A dietician and nutrition educator, the author presents a prescription for the diet of young children that focuses on the psychological as well as the nutritional.

The book, intended for parents, is thoroughly grounded in research and is presented in a clear, precise manner. Information is given for separate stages in the development of the child from conception to six years of age. Half of the book consists of recipes for children, some of which the children may use themselves. The book may be integrated into the developmental approach to child study or into the student's work as a child-care aide.

Lansky, Vicki. *Feed Me! I'm Yours*. New York: Bantam Books, 1979.

An excellent series of strategies and recipes for feeding infants and young children.

Lapedis, Daniel N., ed. *Encyclopedia of Food, Agriculture and Nutrition*. Toronto: McGraw-Hill Ryerson, 1977.

Drawing from other sciences as well as food and nutrition, this comprehensive book has sections that make it useful as a teacher resource.

Lappé, Frances Moore. *Diet for a Small Planet*. Rev. ed. New York: Ballantine Books, 1975.

The author, who is a journalist and not a nutritionist, focuses on the use of protein foods other than meat in Western diets. She provides an ethical position for vegetarianism and interesting vegetarian



recipes. In her discussion on protein substitution she treats as fact some theories that are as yet unconfirmed by research. This book should be used with an up-to-date nutrition reference book that provides data on the biological value of various combinations of plant proteins.

le Riche, W. Harding. *The Complete Family Book of Nutrition and Meal Planning*. Toronto: Methuen, 1980.

An authoritative and comprehensive text covering the whole area of nutrition: food nutrients, digestion, food processing and preparation, diet at various stages of life, vegetarian diets, food fads, megavitamin therapy. This is within the comprehension level of students with good reading skills.

Lowenberg, Miriam E.; Todhunter, E. Neige; Wilson, Eva D.; Savage, Jane R.; and Lubawski, James L. *Food and Man*. 2nd ed. New York: John Wiley and Sons, 1974.

This book discusses food from many points of view. The topics treated include the history of food, food habits and customs, nutrition, the effects of hunger, and the influence of business on our food.

Mayer, Jean. *A Diet for Living*. New York: Pocket Books, 1976.

This is a welcome addition to sensible books on nutrition for the intelligent layperson.

Mitchell, Don. *The Politics of Food*. Toronto: James Lorimer, 1975.

This book examines relationships among food policies and the food industry, and discusses the availability and cost of food both in Canada and in the rest of the world.

Montagné, Prosper. *The New Larousse Gastronomique*. Edited by Charlotte Turgeon. New York: Crown Publishers, 1977.

Presented in the form of a dictionary, this scholarly book contains a wealth of information on French cuisine, both past and present.

Nichols, Herbert L. *Cooking With Understanding*. Greenwich, Conn.: North Castle Books, 1971.

This book describes how to cook and explains the reasons for the various steps in simple, understandable terms.

Nutrition Foundation. *Nutrition Review's Present Knowledge in Nutrition*. Washington: Nutrition Foundation, 1981.

Critical discussions by sixty-four authors on topics of interest in the field of nutrition are presented in this readable book, which is revised every four years.

Ontario Dietetic Association. *The Nuts and Bolts of Nutrition*. Don Mills, Ont.: The Ontario Hospital Association, 1980.

A small book giving the basics of nutrition and the answers to the most common questions from the Dietetic Association's Dial-A-Dietician program.

Reutlinger, S., and Selowsky, M. *Malnutrition and Poverty: Magnitude and Policy Options*. Baltimore: Johns Hopkins University Press, 1976.

This book presents the study made by the World Bank to determine the global dimensions of malnutrition and to investigate the economic dimensions of certain policy interventions by governments. The authors find a close association between the incidence of malnutrition and the unequal distribution of food.

Ritchie, Jean A.S. *Learning Better Nutrition*. Rome: Food and Agricultural Organization of the United Nations, 1973.

While this book focuses on the problems of malnutrition, it also points out some of the factors influencing the development of food habits and offers some suggestions for teachers of nutrition.

Robertson, Elizabeth Chant. *The Right Combination*. Toronto: Gage, 1975.

This is an authoritative Canadian source for basic food and nutrition information.

*The Role of Science and Technology in China's Population/Food Balance*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1977.

This publication provides a review of the role played by science and technology in maintaining a balance between population and food supply in a country containing one-fifth of the world's inhabitants.

Stare, Frederick J., and McWilliams, Margaret. *Living Nutrition*. 2nd ed. New York: John Wiley and Sons, 1977.

This text takes a socio-cultural approach to nutrition. It presents a perspective on nutrition and world food problems as they affect our physical well-being through all stages of the life cycle.

Tannahill, Reay. *Food in History*. New York: Stein and Day, 1974.

The author discusses how food has influenced the course of world events from prehistoric times to the space age. The book is a useful reference for project work.

Time-Life. *Foods of the World Series*. New York: Time-Life Books, 1968-70.

Each well-illustrated book of this twenty-five-book series is devoted to a single country or to a few countries with a similar cooking tradition. The text for each book was written by an authority in the field.

Ward, Barbara. *The Rich Nations and the Poor Nations*. New York: W.W. Norton, 1974.

Beginning with four revolutions in ideas and science and with the emergence of the affluent society, the author discusses the impact of colonialism on the Third World and presents blueprints for economic and political development.

Whelan, Elizabeth M., and Stare, Frederick J. *Panic in the Pantry: Food Facts, Fads and Fallacies*. New York: Atheneum Publishers, 1975.

Supporting their case with research findings, the authors of this interesting book explode some popular myths and expose food fads.

### Organizations, Periodicals, and Pamphlets

See also the list of periodicals in section 1.

Agriculture Canada, Information Division, Sir John Carling Building, Ottawa, Ontario K1A 0C7.

Many publications and short films in French and English on topics related to food and agriculture are available through Agriculture Canada.

American Dietetic Association, 430 North Michigan Avenue, Chicago, Illinois 60611.

This organization distributes a list of recommended nutrition books for the lay public.

American Home Economics Association. *Nutrition Update: Accent on Youth*. Washington: American Home Economics Association, 1979.

These proceedings of AHEA's 1978 workshop deal with consumer knowledge, attitudes, and practices about nutrition; the nutritional status and needs of teenagers and pregnant adolescents; and an analysis of common reducing diets. A bibliography and resource list are also included.

American Medical Association, Department of Foods and Nutrition, 535 North Dearborn Street, Chicago, Illinois 60610.

Various leaflets on nutrition are available, including reprints of nutrition articles from the *Journal of the American Medical Association*.

Bright-See, Elizabeth, and Hope, Jane. *Nutrition Matters*. Toronto: Toronto Star, weekly.

A regular column that gives the consumer valid nutritional information.

Canada, Consumer and Corporate Affairs, Consumer Services, Place du Portage, Hull, Quebec K1A 0C9.

The following represent some of the services and publications available for "Food and Nutrition" courses:

- *Before You Check Out, Check Our List* (universal product code)
- *"Best Before" Date on Foods* (pamphlet)
- *Consumer Aware!* (newsletter)
- *Do You Know What This Means?* (explanation of the universal product code)
- *Every Label Tells a Story* (poster)
- *Food Basics Kit*. This contains resources and lesson plans which will assist the teacher in providing basic information about nutrition and food buying, food labelling, and shopping. The kit includes "The Grocery Store Game", "Planning Your Food Dollar", and "Shopping Safeguards". The material is composed of lesson plans which are of immediate use to the teacher. The kit is available on a loan basis.

- *Food Talk*. A rotating program by nutritionists who give food displays and demonstrations in various communities.

Canada, Health and Welfare Canada, Bureau of Nutritional Sciences. *Dietary Standard for Canada*. Rev. ed. Hull, Que.: Canadian Government Publishing Centre (Supply and Services Canada), 1976. Also available from Renouf Publishing.

The *Dietary Standard* gives the recommended daily intakes for energy and nutrients.

\_\_\_\_\_. *Nutrition Canada Survey*. Hull, Que.: Canadian Government Publishing Centre (Supply and Services Canada); Toronto: Renouf Publishing, 1973.

This study is designed to provide precise information on the nutritional status of the Canadian population. Some important areas include nutritional problems in Canada, problems throughout various stages in the life cycle, and ecological factors influencing nutritional practices. See the listing for the film *Eat, Drink, and Be Measured* in the film listings in this section.

\_\_\_\_\_. *Nutrition Canada: Ontario*. Hull, Que.: Canadian Government Publishing Centre (Supply and Services Canada); Toronto: Renouf Publishing, 1975.

This companion volume to *Nutrition Canada Survey* gives detailed analysis of nutritional status in relation to various nutrients, comparing the national results with the Ontario results. There are specific sections on pregnant women, infants, children, adolescents, and the aged.

Canada, Health and Welfare Canada, Health Promotion Directorate. *Canada's Food Guide Handbook*. Ottawa: Health Promotion Directorate, Health and Welfare Canada, 1977.

A description in booklet form of the use and rationale of Canada's Food Guide with a brief explanation of food needs throughout the life cycle, a guide to food costs, teaching ideas, and other information.

\_\_\_\_\_. *Nutrient Value of Some Common Foods*. Ottawa: Health Promotion Directorate, Health and Welfare Canada, 1979.

The amounts of common nutrients found in an average serving are given for a selection of foods.

\_\_\_\_\_. *Shopping for Food and Nutrition*. Ottawa: Health Promotion Directorate, Health and Welfare Canada, 1979.

Prepared jointly by Health and Welfare Canada and Agriculture Canada, this booklet makes an excellent student resource. The following information is included: shopping strategy, saving money on food, convenience foods, leftovers, storage of food, Canada's Food Guide, "the Beef Chart". The booklet contains colourful illustrations.



Canada, Health and Welfare Canada, Health Protection Branch. *Food Safety, It's All in Your Hands*. Scarborough, Ont.: Health Protection Branch, Health and Welfare Canada, 1978.

A pamphlet designed for the prevention of food-borne illnesses.

\_\_\_\_\_. *Guide to Food Additives*. Scarborough, Ont.: Health Protection Branch, Health and Welfare Canada, 1977.

A pamphlet giving very basic information about food additives.

\_\_\_\_\_. *Health Protection and Food Laws*. Scarborough, Ont.: Health Protection Branch, Health and Welfare Canada, 1975.

This booklet explains the major aspects of Canadian food legislation under the jurisdiction of the Health Protection Branch. It includes a bibliography at the end of each chapter. Single copies are available for professional use.

Canadian Food Processors Association. *The Nutritional Cost Study for Vegetables*. London, Ont.: Ontario Vegetable Growers/Ontario Food Processors Marketing Committee, 1979. Available from the publisher at the following address: 502 Newbold Street, London, Ontario N6E 1K6.

This booklet contains several charts illustrating cost comparisons, the disappearance of domestic vegetables in Canada, a comparison of preparation times, the disappearance of domestically grown fruit, and other information. It is available for distribution to students.

Canadian Hunger Foundation, 75 Sparks Street, Ottawa, Ontario K1P 5A5.

This foundation maintains a library service which provides up-to-date publications on world food problems. Members receive the journals *Ceres* and *World Food Programme News*, in addition to lists of available publications.

Canadian University Services Overseas (CUSO), 33 St. George Street, Toronto, Ontario M5S 1A1.

This organization, which recruits and posts selected Canadians in Third World countries, distributes some films and the magazine *Forum*.

*Ceres*. Food and Agricultural Organization of the United Nations. Distributed by Renouf Publishing.

Published six times a year, this Food and Agricultural Organization magazine is concerned with agriculture and development in the Third World.

*Connections*. Room M210, Ryerson Polytechnical Institute, 50 Gould Street, Toronto, Ontario M5B 1E8.

A newspaper developed by students of Ryerson to fill a void in media coverage about the Third World. It focuses on all aspects of development including food and nutrition.

*Cooperation Canada*. Information Division, Communications Branch, Canadian International Development Agency, 122 Bank Street, Ottawa, Ontario K1A 0G4.

This periodical provides information in the areas of food, technology, and economics.

*Development Directions*. Canadian International Development Agency, 200 Promenade du Portage, Hull, Quebec K1A 0G4.

This periodical is concerned with the problem of development of the Third World and includes articles about the world food problem, use of resources, health, children's rights. Free by subscription.

*Development Forum*. CESI/OPI, United Nations, Palais des Nations, CH-1211 Geneva 10, Switzerland.

This free monthly publication deals with worldwide development.

*Dispatch*. Health Protection Branch, Health and Welfare Canada.

See the annotation for this bulletin in section 1.

Fisheries Food Centre, Fisheries and Oceans, 401 Lebreton, Ottawa, Ontario K1A 0E6.

This organization publishes various materials of interest to students.

Fremes, Ruth, and Sabry, Zak. *The Joy of Eating: A Guide to Better Nutrition*. Available from Mutual Life Assurance Company of Canada, Waterloo, Ontario N2J 4C5.

Written for adults, this pamphlet is available for free distribution to Senior secondary students. Very basic information is given for nutrition at various stages of the family life cycle as well as information about good food shopping and snacks. A chart that relates calories to exercise is included. (See the book by the same authors listed in the book listings for this section.)

*Gourmet*, P.O. Box 2980, Boulder, Colorado 80302.

Each issue of this monthly magazine contains articles about food in the United States and other countries.

*Journal of Nutrition Education*. Society for Nutrition Education, 2140 Shawtuck Avenue, Suite 1110, Berkeley, California 94704.

Published quarterly, this journal focuses on teaching methods and gives information on current resources for use in elementary, secondary, and post-secondary educational institutions. The information is validated by research.

Nutrition Information Service, Learning Resources Centre, 9th Floor, Ryerson Polytechnical Institute, 50 Gould Street, Toronto, Ontario M5B 1E8.

Free publications provided by government and industry are on display at this section of Ryerson's Learning Resources Centre. Students and teachers are welcome. Phone (416) 595-5400.

*Nutrition Today*. Director of Circulation, Nutrition Today Inc., P.O. Box 1829, Annapolis, Maryland 21404.

This is an attractively printed, well-illustrated publication, issued six times a year. Topics range from the role of nutrition in early explorations and in space flights to recent nutrition research.

Ontario Dietetic Association, 234 Eglinton Avenue East, Suite 402, Toronto, Ontario M4P 1K5.

The Ontario Dietetic Association strives to make the public aware of the importance of good nutrition by means of a promotional campaign called Nutrition Week. Various members of the health-care professions as well as the media are involved, and many family studies classes launch a schoolwide campaign simultaneously. Learning packages are prepared by the association for each campaign along with buttons, posters, and so on. A teacher wishing to have one should contact the association.

In the association's Dial-a-Dietician Program (Toronto: 416-923-6024; Kingston: 613-546-4000) professional dietitians answer questions related to food and nutrition including meal planning, purchasing, special needs of children and the aged, food values, labelling, food additives, and cooking.

Ontario Heart Foundation, 576 Church Street, Toronto, Ontario M4Y 2S1.

This organization publishes information related to nutrition including *The Fitness Wheel*, which relates physical activity to caloric intake.

The Organization for Nutrition Education (ONE), P.O. Box 818, Guelph, Ontario N1H 6L8.

ONE is a national organization which brings together persons interested in nutrition education in order to have them share their ideas, resources, and philosophies. The organization's main goal is to enhance the quality of nutrition education and hence the health of Canadians. A newsletter is being developed.

Oxfam Canada, 175 Carlton Street, Toronto, Ontario M5A 2K3.

Provides information on Oxfam self-help and development projects around the world.

## Films

See also the list of films in section 1.

*Bottle Babies*. Peter Kreig, West Germany, 1976. 16 mm, colour, 26 min. Distributed by DEC Films. Also available for rent from CUSO.

This documentary on the controversy over proper baby feeding methods in the Third World shows action groups attempting to develop public awareness.

*Eat, Drink and Be Measured*. Editel Productions (for Health and Welfare Canada, Health Education Branch), 1972. 16 mm, colour, 28 min. Available for loan from and distributed by Canadian Film Institute.

This film tells the story of the Nutrition Canada survey (why and how it was done).

*Eat, Drink and Be Wary*. Churchill Films, 1975. 16 mm, colour, 21 min. Distributed by Gordon Watt Films.

This film encourages a good basic diet containing a high proportion of unprocessed foods. A critical examination of food additives and food processing is included.

*Eating on the Run*. Alfred Higgins Productions, 1975. 16 mm, colour, 16 min. Distributed by Omega Films.

This film teaches how to be well-nourished, even in our society of fast foods and hurried snacks.

*Elements of Survival: Food*. Canadian Broadcasting Corporation, 1975. 16 mm, colour, 56 min. Distributed by National Film Board.

This film takes a wide-ranging look at the sources of food, both old and new, and at the interrelationships among all the nations of the world.

*Fad Diet Circus*. World of Health Series. Informedia Productions, 1975. 16 mm, colour, 14 min. Distributed by Marlin Motion Pictures.

The pitfalls of fad reducing diets are demonstrated in a scientific yet humorous fashion.

*Food Supply: Its Effect on Civilization*. Journal Films, 1967. 16 mm, colour, 14 min. Distributed by Magic Lantern Film Distributors.

This film traces the effect of food supply on the development of civilization and proposes four elements that must be present in modern states if they are to achieve both adequate food supplies and social growth.

*La Gastronomie*. National Film Board, 1973. 16 mm, colour, 27 min.

This beautiful film shows the planning, preparation, and serving of a banquet to Le Club Prosper Montagné. The film is narrated by the chef who planned it and demonstrates well the art of the preparation, serving, and enjoyment of food.

*The Health Food Movement*. Film Fair Communications, 1973. 16 mm, colour, 16 min. Distributed by Marlin Motion Pictures.

This film expresses concern over the possible pollution of foodstuffs and the consequences of the overprocessing of food. It focuses on the experiences of an organic farmer producing food and a family preparing food.

*Hold the Ketchup*. National Film Board, 1977. 16 mm, colour, 20 min.

Food customs of other families is the focus of this film about new Canadians and what they eat. The film takes us into the shops where the food is purchased and on into the home where it is prepared and served in the traditional manner. The film discusses the role of food in establishing our sense of identity. See the book listing by Barer-Stein in this section.



*Hunger*. National Film Board, 1973. 16 mm, colour, 11 min.

This surrealistic picture in animated form uses powerful imagery to underline the simultaneous existence of gluttony in the developed world and starvation in the underdeveloped world.

*International Operations*. Corporation Series. National Film Board, 1973. 16 mm, b/w, 29 min.

This film shows the influence of a new supermarket on the traditional shopping patterns of Parisians, its consequences for small food operators, and its cultural effect.

*Look Before You Eat*. Churchill Films, 1978. 16 mm, colour, 22 min. Distributed by Gordon Watt Films.

Secondary school students are asked to forsake junk foods for good nutrition during a trial period. Real food is put in their vending machines and a nutritionist explains the importance of the program. This is a good film to use in conjunction with a school nutrition program.

*The Market*. Corporation Series. National Film Board, 1973. 16 mm, b/w, 29 min.

This film shows the growth of Steinberg's, the way in which food marketing is vertically integrated (e.g., retailers owning the companies that supply them with goods), and the activities of various groups - consumers, producers, and government.

*Nutrition: The All American Meal*. Nutrition Series. Arthur Barr Films, 1976. 16 mm, colour, 10 min. Distributed by Gordon Watt Films. Also available for loan from the Ontario Ministry of Health.

The nutritional and sociological implications of convenience foods and short-order service are analysed in this film which suggests that perhaps we are living so fast that we are losing touch with some of the real values in life. The film could be used in conjunction with *Hold the Ketchup*.

*Nutrition: The Consumer and the Supermarket*. Nutrition Series. Arthur Barr Films, 1976. 16 mm, colour, 14 min. Distributed by Gordon Watt Films.

The selection of the best nutritional value for the dollar is the theme of this film which focuses on food purchases in the supermarket. The film investigates the role of advertising, store layout, packaging, and labelling.

*Nutrition: Fueling the Human Machine*. BFA Educational Media, 1978. 16 mm, colour, 19 min. Distributed by Holt, Rinehart and Winston.

This very informative nutrition film appeals to secondary school students through the interjection of scenes of athletes and dancers. The point is made that the work capacity of machines is dependent on the care and fuel given and that the same is true for the human body, food being the fuel. The film contains excellent descriptive material explaining the function of nutrients, simple sugars, proteins, amino acids, and so on.

*Potatoes*. National Film Board, 1976. 16 mm, colour, 27 min.

This documentary deals with the gradual shift from the family farm to the corporate farm in New Brunswick where the potato industry is gradually being controlled by one large company. Many farmers have been forced to sell family farms, and others who struggle on often face hardship. The film is representative of the trends in agriculture throughout the world and could be related to a discussion of world food resources (unit 3).

This film makes an interesting contrast to the film *Plain People* (listed in section 1). Another related film is *Nutrition: The All American Meal*, which deals with the consumption of fast foods.

*The Real Talking Singing Action Movie About Nutrition*. Paramount, 1972. 16 mm, colour, 14 min. Distributed by Canadian Learning Company. Also available for loan from the Ontario Ministry of Health.

Junior high school students prepared their own film to emphasize how nutrition affects their feelings of health and vitality.

*The Sunny Munchy Crunchy Natural Food Shop*. National Film Board, 1973. 16 mm, colour, 10 min.

Through the interaction of the proprietor of a health food store and his customers, this film explores the different motivations of people buying health foods.

*A Super Supermarket*. IBM Canada, 1976. 16 mm, colour, 10 min. Distributed by Modern Talking Picture Service.

This film describes one type of computerized system using a uniform product code. See also *Food Basics Kit* (listed in the organizations listings of this section under Canada, Consumer and Corporate Affairs) and "Computerized Grocery System" in *Canadian Consumer*, October 1975.

*Think Before You Eat*. The Nature of Things. Canadian Broadcasting Corporation, 1976. 16 mm, colour, 28 min. Distributed by National Film Board.

This film analyses the nation's eating habits and the dangers of abundance. Excellent Canadian content is included, and some of Canada's leading nutritionists are featured.

*Tomorrow's Children*. Perennial Education, 1971. 16 mm, colour, 17 min. Distributed by Viking Films.

This film shows the relationship between human beings and nature over the centuries and focuses on the demands made on the earth's resources. It looks at the problems created by population growth.

*Vianoce: A Canadian Slovak Christmas.* National Museums of Canada, National Museum of Man, Visual Anthropology Unit, 1978. 16 mm, colour, 27 min. Distributed by National Film Board.

The traditions, ceremonies, rituals, and foods that are an expression of an older culture are taught to young Canadians of this family of Slovakian origin. Three generations are included in the preparations and celebrations of Christmas. This film is useful in showing the cultural significance of food and makes a good starting point for a discussion of the cultural significance of foods of other families and ethnic groups. Another discussion topic is the importance of ritual and tradition to family solidarity.

*Weight Control: Just a Step Away.* World Health Series. Informedia Productions, 1975. 16 mm, colour, 12 min. Distributed by Marlin Motion Pictures.

A businessman, a housewife, and a teenager are shown successful ways of controlling weight through increased activity and improved food habits.

### **Multi-Media Materials**

Audio Visual Resource Center, 8 Research Park, Cornell University, Ithaca, New York 14850.

This centre distributes a wide variety of slide sets on the following topics: fundamental nutrition, nutrition during pregnancy, meal planning, nutrition for children, cutting food costs. Lesson-plan handouts and flip charts are available as well. A catalogue is distributed.

*Discovery of Agriculture, Part IVA: The Epic of Man.* Time-Life Filmstrips, 1958. 35 mm, colour. Available from School Book Fairs Limited, 55 Six Point Road, Toronto, Ontario M8Z 2X3.

This filmstrip explains how agriculture gave humans the security of a controlled and abundant food supply.



## 7. The Canadian Family in Perspective

The discussion in section 1 of the guideline *Family Studies, Senior Division, 1977* on the types of resources available on the family and the various conceptual frameworks they represent also applies to the study of "The Canadian Family in Perspective". It is important that students be required to read and understand selected primary source material, both papers that present the considered theories of respected scholars and those that present data to support or refute particular hypotheses. Students should be familiar with the scholarly journals in which such primary material is reported, but it is expected that the largest share of information for generalizations will be gleaned from secondary sources, with tertiary sources, including most films and literature, supplying a perspective for exceptions to generalizations and for affective development.

In addition to the resources listed in sections 1 and 2 of this resource list, the following resources will be helpful in teaching "The Canadian Family in Perspective".

### Books

The supply of scholarly and popular books on topics related to the family is expanding rapidly. Resources that relate specifically to the Canadian family are not as numerous as those relating to general social science topics and those that use examples from the United States or other parts of the world. Every effort should be made to find and use Canadian data to illustrate general principles and to substitute for or compare with examples from other countries.

Ariès, Philippe. *Centuries of Childhood: A Social History of Family Life*. New York: Random House, 1965.

This social history of family life was translated from the original French text, *L'Enfant et la vie familiale sous l'ancien régime*, published in 1960 by Librairie Plon, Paris. It is an important resource for units 1 and 3 of this section and for the treatment of the area of "Family and Child".

Ashton, Thomas S. *An Economic History of England: The Eighteenth Century*. New York: Barnes and Noble Books, 1972.

This book has useful background information for use with units 1, 2, and 4.

Balikci, Ansen. *The Netsilik Eskimo*. La Jolla, Calif.: Natural History Publishing, 1971.

This book can be used in the study of units 2, 3, and 5.

Banton, M. *Roles: An Introduction to the Study of Social Relations*. New York: Basic Books, 1965.

This classic book will be useful for work on units 2 and 3.

Beauvoir, Simone de. *Old Age*. Harmondsworth, Middlesex, Eng.: Penguin Books, 1972.

Simone de Beauvoir, now that she too is aged, makes us aware of the rights of seniors as she made us aware of the rights of women in the fifties. This intellectually and emotionally demanding book is a useful reference for teachers or advanced students.

Bell, N.W., and Vogel, E.F., eds. *A Modern Introduction to the Family*. New York: Free Press, 1968.

This book uses a structural-functional framework to organize the study of the family. The fifty-two articles have been classified under four headings: "Introduction", "Family and External Systems", "Internal Processes of the Family", and "Family and Personality". The book is useful for understanding the structural-functional framework and for studying units 2, 3, and 4.

Benedict, R. *Patterns of Culture*. Boston: Houghton Mifflin, 1961.

This classic book by a well-known anthropologist is useful in a study of unit 5.

Bernard, Harold W. *Human Development in Western Culture*. 5th ed. Boston: Allyn & Bacon, 1978.

This book is divided into four main parts: "Developmental Perspectives", "Development in the Early Years", "Approaching Adulthood", and "The Family, the School, Mental Health". It can be used in the study of unit 3.

Bettelheim, Bruno. *Children of the Dream*. New York: Avon Books, 1969.

This book was written as a report on Bettelheim's study of communal child-rearing in an Israeli kibbutz in 1964. Infancy, early childhood, latency, and adolescence are described, discussed, and compared with the middle-class North American model and to some extent with the models of other classes in our society.

\_\_\_\_\_. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Random House, 1977.

As a psychologist Bettelheim shows how fairy tales help children come to terms with emotional turmoil, learn about their own nature, and become conscious of various values. He illuminates the whole enchanting world of these stories and examines specific examples.

Blishen, B.R.; Jones, Frank E.; Naegele, Kaspar D.; and Porter, John, eds. *Canadian Society: Sociological Perspectives*. Abridged ed. Toronto: Macmillan, 1971.

The many articles in this text provide a broad perspective on Canadian society. Some articles are directly related to the study of the Canadian family; others have a more general application. They are useful for the study of all units, but primarily of unit 2.

Blood, Robert O., Jr. *The Family*. New York: Free Press, 1972.

This comprehensive text on the sociology of the family is divided into four main parts: "The Family and Its Social Environment", "The Family as a Social Organization", "The Structure of the Family", and "Organizational Crises". It is useful for all units, especially for a thematic approach to the study of the family, provided that the teacher adds more Canadian data. (Refer to Canada, Statistics Canada, in the organizations listings in section 1.)

Bouquet, A.C. *Everyday Life in New Testament Times*. New York: Charles Scribner's Sons, 1953.

This is an easy-to-read book for the study of unit 1.

Briggs, Jean L. *Never in Anger*. Cambridge, Mass.: Harvard University Press, 1970.

This study of eight households and individuals of the Utku in the Northwest Territories will be useful in the study of unit 5.

Broadfoot, Barry. *The Pioneer Years, 1895-1914: Memories of Settlers Who Opened the West*. Toronto: Doubleday, 1976.

The author recorded interviews with persons who lived through the migrations to western Canada at the turn of the twentieth century and edited them into a chronicle of western Canadian development that emphasizes the human factor. This book can be used in the study of units 1 and 2.

Broderick, Carlfred. *Marriage and Family*. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

Written by an internationally known authority, this book combines authoritative information with a straightforward manner aimed directly at young adults of the age of Grade 13 students. It is a functional book, answering many of the questions that persons at the threshold of marriage ask.

Bronfenbrenner, Urie. *Two Worlds of Childhood*. New York: Russell Sage Foundation, 1970.

This book provides a comparison of childhood in the United States and the U.S.S.R. It is useful in the study of units 2 and 5. See also the listing for the Parents and Children Series in the film and videotape listings in this section of the resource list.

Bushman, Richard L. *From Puritan to Yankee*. New York: W.W. Norton, 1970. *Character and the Social Order in Connecticut, 1690-1765*. This book can be used in the study of unit 1.

Canada, Multiculturalism Directorate. *The Canadian Family Tree*. Canada's Peoples. Rev. ed. Don Mills, Ont.: Corpus Information Services, 1979.

This book describes the culture and origins of a large number of ethnic groups in Canada.

Carcopino, Jerome. *Daily Life in Ancient Rome*. New Haven, Conn.: Yale University Press, 1971.

Translated from the French, this easy-to-read book provides information on the people and city of Rome

at the height of the Roman Empire. It is a good resource for a study of unit 1.

Cowell, F.R. *Life in Ancient Rome*. New York: G.P. Putnam's Sons, 1975.

This book can be used in a study of unit 1.

DeMause, Lloyd, ed. *The History of Childhood*. New York: Harper & Row, 1974.

Ten authors reveal some startling truths about how children have been viewed, used, and abused throughout history. An extensive bibliography is provided. This book is useful in providing a psycho-historical perspective in the study of units 1 and 3.

Douville, Raymond, and Casanova, J. *Daily Life in Early Canada: From Champlain to Montcalm*. New York: Macmillan, 1968.

This out-of-print account of the first French Canadians and their struggle to build a nation is an important resource in the study of unit 1.

Elkin, Frederick, and Handel, Gerald. *The Child in Society*. 3rd ed. New York: Random House, 1978.

This small book provides an overall outline for the study of socialization. The information it contains can be enriched with material from other sources for use in a study of unit 3.

Erikson, Erik H. *Youth and Crisis*. New York: W.W. Norton, 1968.

This book explains Erikson's concept of the life cycle and discusses the special circumstances of youth. It relates to the film *Everybody Rides the Carousel*, which is described in the film listings of this section.

Galbraith, John Kenneth. *The Affluent Society*. 3rd ed. Boston: Houghton Mifflin, 1978.

The background material in this book can be used in a study of unit 4.

\_\_\_\_\_. *The Age of Uncertainty*. Boston: Houghton Mifflin, 1977.

The famous economist analyses conditions in society that can be compared with those of the family. This book can be used in the study of unit 4.

Garrigue, P. *La Vie familiale des canadiens-français*. Montréal: Les Presses de l'Université de Montréal, 1970.

This is one of the few resources in French on the Canadian family.

Glasser, Paul H., and Glasser, Lois N. *Families in Crisis*. New York: Harper & Row, 1970.

This book can be used in the study of unit 2.

Glazebrook, George P. de T. *Life in Ontario: A Social History*. Toronto: University of Toronto Press, 1968.

This is an interesting summary of the daily life of the people of the area now known as Ontario, from its early settlement to the present day. It is an important resource for the early Ontario family.



Goffman, Erving. *The Presentation of Self in Everyday Life*. Rev. ed. New York: Overlook Press, 1974.

This revision of a 1959 book deals with some very basic premises of social interaction. It provides concise, easy-to-read, and sometimes amusing background information for use in studies of interpersonal communication.

Gold, Gerald L., and Tremblay, Marc-Adélar. *Communities and Culture in French Canada*. Toronto: Holt, Rinehart and Winston, 1973.

This is a multidisciplinary collection of papers on French Canada. The articles "Economy and Society" and "Family and Kinship" will be most useful in the study of units 2 and 4. An extensive bibliography of 16 mm films on French-Canadian culture is also provided.

Goode, William J. *World Revolution and Family Patterns*. New York: Free Press, 1970.

Goode's assessment of the impact of industrialization, urbanization, and revolution on the family and of a worldwide trend to a conjugal family system makes an important contribution to aspects of units 1, 2, and 4.

Gordon, Leland J., and Stewart, M. Lee. *Economics for Consumers*. 7th ed. New York: D. Van Nostrand, 1977.

This edition of this classic, comprehensive text on consumer economics uses 1976 American data throughout. It can be used in a study of unit 1.

Gordon, Michael, ed. *The American Family in Social-Historical Perspective*. New York: St. Martin's Press, 1978.

This collection of readings can be used in a study of units 1 and 2.

Guillet, Edwin G. *Early Life in Upper Canada*. Toronto: University of Toronto Press, 1969.

This out-of-print classic describes life in Ontario from the time of the earliest settlement to the later part of the nineteenth century. The descriptions of pioneer life include foods and cooking, famine and deprivation, and social life in rural districts and towns.

Heaton, Eric W. *Everyday Life in Old Testament Times*. New York: Charles Scribner's Sons, 1977.

This classic, easy-to-read book can be used in a study of unit 1.

Hill, Reuben. *Family Development in Three Generations*. Cambridge, Mass.: Schenkman Publishing, 1971.

This research report on family patterns of planning and achievement covers three generations and gives valuable insights into change, continuity, and interdependence among generations. It can be used in a study of units 2 and 3.

Hughes, Everett C. *French Canada in Transition*. Chicago: University of Chicago Press, 1963.

This book is especially valuable for use in the study of units 1 and 2 when used in conjunction with a study of contemporary events in French Canada.

Ishwaran, K. *Family, Kinship and Community: A Study of Dutch Canadians*. Toronto: Holt, Rinehart and Winston, 1976.

This interdisciplinary study of family, kinship, and marriage as they relate to community development adds valuable data to units 1 and 2.

Ishwaran, K., ed. *The Canadian Family*. 2nd rev. ed. Toronto: Holt, Rinehart and Winston, 1976.

This collection of papers on the Canadian family adds a multidisciplinary perspective to units 2 and 3.

———. *Childhood and Adolescence in Canada*. Toronto: McGraw-Hill Ryerson, 1980.

An interdisciplinary anthology of adolescence and childhood, this book consists of two parts: (a) a survey of the development of major theories in the fields of psychology, sociology, and anthropology; and (b) reports of original research centred in Canada. The distribution of this research is broad, varying from items of general interest (e.g., rights and responsibilities of adolescents) to specific items (e.g., Mennonite childhood). The following are two companion volumes by the same author: *Marriage and Divorce in Canada* and *Canadian Families: Ethnic Variations*.

Israel, Charles E., ed. *The Newcomers*. Toronto: McClelland and Stewart, 1979.

A collection of short stories written to illustrate the circumstances of immigrants at various stages in Canada's history. It contains beautiful photograph illustrations. The book is related to the film series listed in this section under the same name.

Kalbach, Warren E., and McVey, Wayne W. *The Demographic Bases of Canadian Society*. Toronto: McGraw-Hill Ryerson, 1971.

This book provides an overall perspective on Canada's population, including theoretical speculation and data from the eighteenth century to the 1961 census.

Kephart, W.M. *The Family, Society and the Individual*. 4th ed. Boston: Houghton Mifflin, 1977.

This general text is relevant to aspects of all the units in this section. Its four parts cover the historical-comparative approach, the institutional-analytic approach, the psychoanalytic approach, and the family-developmental approach. An instructor's manual is available.

Kessen, William, ed. *Childhood in China*. New Haven, Conn.: Yale University Press, 1975.

This report is the result of observations made on a study tour of the People's Republic of China by thirteen American professionals. It can be used in a study of units 3 and 5.

Larson, Lyle E., ed. *The Canadian Family in Comparative Perspective*. Toronto: Prentice-Hall, 1976.

This basic Canadian text on the family contains a collection of papers which gives students a broad perspective on the Canadian family. It can be used in a study of units 1, 2, and 3.

Laslett, Peter, and Wall, Richard. *Household and Family in Past Time*. London: Cambridge University Press, 1972.

A publication of the Cambridge Group for the History of Population and Social Structure, this volume is composed of a series of papers, based on demographic research, which gives the reader new insight into the history and evolution of family structure and household composition in Europe and the United States. The work of the Cambridge group dispels the myth of the pre-industrial extended English family. The book is a useful teacher reference for understanding methods of research and types of family forms. Laslett is also a contributor to and editor of *Journal of Family History*.

Laye, Camara. *Dark Child*. New York: Farrar, Straus and Giroux, 1969.

This is a moving autobiography of the author's childhood and youth as a member of the Malinke, an agrarian people of Sierra Leone and Liberia. It was first published in French as *L'Enfant noir* in 1954. It can be used in the study of unit 5.

Lévi-Strauss, Claude. *The Elementary Structures of Kinship*. Rev. ed. Boston: Beacon Press, 1969.

This classic volume by France's well-known anthropologist was first published in French in 1949. Lévi-Strauss presents a very thorough study of kinship patterns, drawing on various countries throughout the world for his information. This is a useful reference for the teacher or the advanced student.

Lewis, Oscar. *Five Families: Mexican Case Studies in the Culture of Poverty*. New York: Basic Books, 1959.

Lewis's longitudinal case studies of Mexican families, first published in 1959, provide details of daily living under different economic circumstances. They can provide cross-cultural perspectives in a study of unit 5.

Lorimer, James, and Phillips, Myfanwy. *Working People: Life in a Downtown City Neighbourhood*. Toronto: James Lorimer, 1971.

This study uses essays and photographs by the authors to portray a downtown Toronto neighbourhood. It can be used in a study of units 2 and 4.

Lorimer, James, and Ross, Evelyn. *The City Book: The Problems, Planning and Politics of Canada's Cities*. Toronto: James Lorimer, 1976.

This book can be used as a reference in discussing housing in unit 4.

Lower, Joseph Arthur. *Canada: An Outline History*. Toronto: McGraw-Hill Ryerson, 1973.

This outline of Canadian history helps provide the historical framework for developing studies in unit 1.

McCall, George J., and Simmons, J.L. *Issues in Participant Observation*. Reading, Mass.: Addison-Wesley, 1969.

This college-level text will give the teacher information useful in assisting students with observation reports in which the reporter has been a part of the field group. See also the listing below under Selltitz.

Mace, David, and Mace, Vera. *Marriage: East and West*. Garden City, N.Y.: Doubleday, 1959.

The authors of this out-of-print book review the literature on marriage and analyse their own research on marriage in the cultures of Europe, India, China, and Japan. Written primarily for people without specialized knowledge, this book shows the broad direction in which marriage patterns were moving by the 1950s. It can be used in a study of units 1 and 5.

McNeil, Bill. *Voice of the Pioneer*. Toronto: Macmillan, 1978.

Social history is given vigour and spontaneity through this collection of autobiographical sketches drawn from interviews of senior Canadians by Bill McNeil for his radio program, *Voice of the Pioneer*. The sketches include A.Y. Jackson; Jackrabbit Johannsen; Joe Doyle, a blacksmith who tells of his people's flight from famine in Ireland and the opening of the Huron tract; and Elizabeth Goudy, a trapper's daughter from Labrador. This delightful book is useful in developing an interest in the history of the Canadian family or in a unit on the aged. It might also inspire students to write biographies of seniors in their own neighbourhoods.

McNeil, Elton B., and Rubin, Zick. *The Psychology of Being Human*. 2nd ed. New York: Harper & Row, 1977.

This secondary school text can add a psychological perspective to studies in units 2 and 3. A study guide and test file are available.

Mann, W.E., and Wheatcroft, Les. *Canada: A Sociological Profile*. 3rd ed. Toronto: Copp Clark, 1976.

This general sociology text contains information on Canada that will help develop the concepts of units 2, 3, and 4.

Marie de l'Incarnation, Mère. *Word From New France: The Selected Letters of Marie de l'Incarnation*. Translated and edited by Joyce Marshall. Toronto: Oxford University Press, 1967.

These original letters can make an important contribution to parts of unit 1.

Marshall, Victor W. *Aging in Canada*. Don Mills, Ont.: Fitzhenry & Whiteside, 1980.

This first Canadian text on the social aspects of aging draws on articles from several academic



disciplines: sociology, political science, economics, demography, and others. The purpose of the book is (a) to bring together a number of the basic facts about age and aging in Canada, (b) to illustrate the major and most important theoretical approaches that characterize social gerontological research in Canada, (c) to provide principle sources of data, (d) to provide examples of different research designs, and (e) to represent a critical stance towards various aspects in the field of aging. Aimed at social and health science students as well as professionals in the field of gerontology, this is a useful source book for "The Canadian Family in Perspective".

Mead, Margaret. *Blackberry Winter*. New York: Touchstone Books, 1973.

This autobiography is excellent in helping students to understand the nature of the field of anthropology. It might be used as a supplemental reading assignment.

\_\_\_\_\_. *Male and Female: A Study of the Sexes in a Changing World*. New York: William Morrow, 1975; originally published in 1949.

The ideas developed by this famous anthropologist are important for aspects of units 2, 3, and 5.

\_\_\_\_\_. *World Enough: Rethinking the Future*. Boston: Little, Brown, 1976.

This book provides a perspective on the values related to the future of the family. It can be used in a study of units 2, 3, 4, and 5.

Mead, Margaret, and Wolfenstein, Martha, eds. *Childhood in Contemporary Cultures*. Chicago: University of Chicago Press, 1963.

This text offers anthropological perspectives for a study of units 3 and 5.

Michel, Andrée. *Sociologie de la famille et du mariage*. Paris: Presses Universitaires de France, Collection SUP, 1972.

Eight short, but well-balanced chapters written in French provide an introduction to the following topics: trends of family research in the United States and the U.S.S.R., ancient and contemporary theories of the family, functions of the contemporary family, structures of the contemporary family, the socio-demographic aspects of marriage, marriage problems, and marital interaction.

Mika, Nick, and Mika, Helma. *Historic Sites of Ontario*. Encyclopedia of Ontario, vol. 1. Belleville, Ont.: Mika Publishing, 1974.

This presents an alphabetical listing of the historical plaques that commemorate many of the places of historic interest in this province. The book would make a suitable library reference and is useful to family studies in developing interest in the early Ontario family.

\_\_\_\_\_. *Places in Ontario: Their Name Origins and History*. 2 vols. Encyclopedia of Ontario. Belleville, Ont.: Mika Publishing, 1977.

This alphabetical listing of the condensed histories of 5000 places within Ontario includes their names,

locations, topographical features, date of first settlement, names of settlers, historical highlights, population growth, important persons, and so on. Part 1 covers A to E and Part 2 deals with F to M. Other volumes are still in preparation.

The following other books in the Encyclopedia of Ontario series are in preparation: volume 3, *People in Ontario*; volume 4, *Cultural Life in Ontario*.

Miner, Horace. *Saint Denis: A French-Canadian Parish*. Chicago: University of Chicago Press, 1963.

This book can be used as a resource in the study of units 1 and 2.

Moodie, Susanna. *Roughing It in the Bush*. Toronto: McClelland and Stewart, 1962.

This is an essential resource for unit 1.

Morgan, E.S. *Puritan Family: Religion and Domestic Relations in New England*. New York: Harper & Row, 1966.

This book can be used with unit 1 to study American influences on the early Canadian family.

Murstein, Bernard I. *Love, Sex and Marriage Through the Ages*. New York: Springer Publishing, 1976.

In this multidisciplinary approach to love, sex, and marriage, Murstein uses over 1000 references from Homer, Euripides, Jesus, Paul, Chaucer, Dante, Shakespeare, Milton, Ellis, Freud, and other sources. He also presents his own psycho-sociological theory and research on mate-selection and speculates on the future of the family. This book is an important resource for units 1 and 2.

Nish, Cameron. *The French Canadians, 1759-1766: Conquered? Half-Conquered? Liberated?*. Toronto: Copp Clark, 1966.

This book can be used in the study of unit 1.

Nye, F. Ivan. *Role Structure and Analysis of the Family*. Beverly Hills, Calif.: Sage Publications, 1976.

This book is published in co-operation with the *Journal of Marriage and the Family*. It can be used in conjunction with unit 2.

O'Brien, Mary. *The Journals of Mary O'Brien, 1828-1838*. Edited by Audrey Saunders Miller. Toronto: Macmillan, 1968.

Mary O'Brien gives an account of her life and settlement in what is now central Ontario: Thornhill, Vaughan Township, and Shanty Bay.

Palmore, Erdman. *The Honorable Elders*. Durham, N.C.: Duke University Press, 1975.

This report, based on years of study and research by an author on the Japanese elderly, examines the theoretical concepts of aging and modernization. It can be used in the study of unit 5.

Queen, Stuart A., and Habenstein, Robert W. *The Family in Various Cultures*. 4th ed. Philadelphia: J.B. Lippincott, 1974.

This classic text remains an excellent source for a comparative study of the family. This edition includes

the French-Canadian habitant and Newfoundland families.

Rabin, A.I. *Kibbutz Studies: A Digest of Books and Articles on the Kibbutz*. East Lansing, Mich.: Michigan State University Press, 1971.

This book can be used as a resource for the study of unit 5.

Radcliff, Rev. Thomas. *Authentic Letters From Upper Canada, 1833*. Toronto: Macmillan, 1952.

The Reverend Thomas Radcliff of Ireland compiled and edited letters from members of the Radcliff and Magrath families who had migrated to Upper Canada in 1837. The letters primarily describe their life in the areas that are now Toronto and London, Ontario. This book is now out of print.

Rasmussen, Linda, et al. *A Harvest Yet to Reap: A History of Prairie Women*. Toronto: Women's Educational Press, 1976.

This book tells the personal story of women who survived the prairie frontier. It has photographs from the films *Great Grand Mother* (listed in the film listings in this section).

Reaman, G. Elmore. *The Trail of the Black Walnut*. Toronto: McClelland and Stewart, 1957.

The history of the Pennsylvania Germans who came to Ontario in the late-eighteenth and early-nineteenth century is explained in relation to migration from Pennsylvania and settlement in the Kitchener-Waterloo area. The book gives social and religious history as well and shows the influence that this cultural group has made on the very fibre of Ontario life.

Rioux, Marcel, and Martin, Yves, eds. *French-Canadian Society*. 2 vols. Toronto: McClelland and Stewart, 1968.

These two volumes on the sociology of French Canada contain a large and varied collection of articles. They provide a good background for units 1 and 2.

Rubin, Lillian Breslow. *Worlds of Pain: Life in the Working-Class Family*. New York: Basic Books, 1976.

Many books on the family focus on the middle-class American; this book is about blue-collar families in the United States. It can be used for the study of units 2 and 3.

Sayles, G.O. *The Medieval Foundations of England*. Cranberry, N.J.: A.S. Barnes, 1961.

This is a resource book for use in the study of unit 1.

Schlesinger, Benjamin, ed. *Family Planning in Canada: A Source Book*. Toronto: University of Toronto Press, 1974.

This is a useful teacher resource book for the study of unit 2.

Schlesinger, Benjamin, ed. *The Jewish Family: A Survey and Annotated Bibliography*. Toronto: University of Toronto Press, 1971.

This book can be used in the study of units 1 and 2.

\_\_\_\_\_. *The Multi-Problem Family: A Review and Annotated Bibliography*. 3rd ed. Toronto: University of Toronto Press, 1970.

This resource book can be useful in the study of unit 2.

\_\_\_\_\_. *Remarriage in Canada*. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1977.

This is another book that can be used with unit 2.

\_\_\_\_\_. *What About Poverty in Canada?* Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1972.

This resource book provides Canadian information for use in the study of unit 4.

Schultz, David A. *The Changing Family: Its Function and Future*. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

This book emphasizes the changing nature of the American family. It is most useful in the study of unit 2.

Scoresby, A. Lynn. *The Marriage Dialogue*. Reading, Mass.: Addison-Wesley, 1977.

Written to describe marital communication to the layperson, this book includes communication skills that may be learned before marriage. Topics include aspects of the marriage dialogue, the purpose of marital messages, interaction styles, decision-making, and the resolution of conflict.

Sears, Robert R.; Maccoby, Eleanor E.; Levin, Harry; Lowell, Edgar L.; Sears, Pauline S.; and Whiting, John W.M. *Patterns of Child-Rearing*. Stanford, Calif.: Stanford University Press, 1976.

This book, originally published in 1957, is a classic source of material for unit 3. It is a report of a comprehensive study of how 379 American mothers brought up their children from birth to Kindergarten age.

Selltiz, Claire; Wrightsman, Lawrence S.; and Cook, Stuart. *Research Methods in Social Relations*. Toronto: Holt, Rinehart and Winston, 1976.

Designed as an introductory university text, this book will assist the teacher in outlining field research methods for students in independent study. The book includes every step of the knowledge-gathering process as it relates to the social sciences. Refer also to the listing of the book by McCall above.

Shanas, Ethel, and Sussman, Marvin B., eds. *Family, Bureaucracy, and the Elderly*. Durham, N.C.: Duke University Press, 1977.

This treatment of theoretical, historic, and demographic perspectives, empirical studies, and interpretive analysis of aging will be useful in the first part of the course.



Shorter, Edward. *The Making of the Modern Family*. New York: Basic Books, 1977.

This is an interesting and readable historical account of the development of the modern American family over the last three centuries. The lives of common people rather than of the literate elite are portrayed. This book can be used in the study of units 1 and 2.

Simcoe, Elizabeth Posthuma Gwillim. *Mrs. Simcoe's Diary*. Edited by Mary Quayle Innis. Toronto: Macmillan, 1978.

This is an account of Mrs. Simcoe's travels in the Canadas with her husband, Colonel John Graves Simcoe, lieutenant-governor of Upper Canada. At the time of their arrival Upper Canada had 10 000 settlers; by the time the Simcoes had left in 1796 the population was over 25 000.

Students require an explanation of Mrs. Simcoe's prejudice, but the book is an interesting one and helps the reader catch a glimpse of the country when it was fresh. The most relevant application is "The Canadian Family in Perspective", but some passages are interesting for "Food and Nutrition" as well.

Skolnick, Arlene, ed. *Rethinking Childhood: Perspective on Development and Society*. Boston: Little, Brown, 1976.

This book will be of use primarily in the study of unit 3.

Skolnick, Arlene, and Skolnick, Jerome H. *Intimacy, Family and Society*. Boston: Little, Brown, 1974.

This book can be used as a resource in the study of unit 2.

*Social Services in International Perspective*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1976.

The social-service systems of eight countries - Canada, France, the United Kingdom, West Germany, Poland, Yugoslavia, Israel, and the United States - are analysed in this book.

Somerville, Rose M. *Introduction to Family Life and Sex Education*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This is a basic, comprehensive text that could be useful as a teacher reference only in the study of units 2 and 3.

Somerville, Rose M., ed. *Intimate Relationships: Marriage, Family and Lifestyles Through Literature*. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

This approach to the study of the family through classic and modern literature can enrich all units.

Sutherland, Neil. *Children in English-Canadian Society: Framing the Twentieth Century Consensus*. Toronto: University of Toronto Press, 1977.

This book chronicles the growth of the public health movement in Canada from 1880 to 1920 as it concerned the care, upbringing, health, training, and education of children. Reforms in the attitudes to and treatment of juvenile delinquents, foster children,

child labourers, and immigrant children are documented. The book can be used in the study of units 2 and 3.

Tavuchis, Nicholas, and Goode, William J., eds. *The Family Through Literature*. New York: McGraw-Hill, 1975.

The book presents a wide selection of poetry and prose dealing with common issues and concerns of family life. Comments on these passages are made from a sociological viewpoint. This book is useful in the study of all units, but especially of units 2, 3, and 4.

Tomeh, Aida K. *The Family Sex Roles*. Toronto: Holt, Rinehart and Winston, 1975.

This Canadian book provides an interdisciplinary perspective which is useful in the study of units 2 and 3.

Vanier Institute of the Family. *Learning and the Family: A Conceptual Framework on Learning*. Ottawa: Vanier Institute of the Family, 1978.

This report discusses a task-force study that focuses on learning and educating in the context of the family and in all aspects of living. It can be used in a study of unit 3.

Wade, Mason. *The French Canadians, 1760-1967*. Toronto: Macmillan, 1976.

This is an essential resource for units 1 and 2.

Wakil, S. Parvez, ed. *Marriage, Family and Society*. Toronto: Butterworth, 1975.

This selection of articles written from a Canadian point of view deals with marriage and the family from several structural perspectives: ethnic, class, rural-urban, male-female, religious, regional, and legal-formal. It can be used in the study of units 2 and 3.

Watzlawick, Paul; Beavin, Janet Helmick; and Jackson, Don D. *Pragmatics of Human Communication*. New York: W.W. Norton, 1967.

This key book explaining systems theory was written by pioneers in that particular field of psychology. It gives the fundamental principles of a systems approach to the study of human interaction. The following materials are related: the books by Lederer and Jackson and by Satir, listed in section 1; the journal *Family Process*, listed in this section; and the film *The Failing Marriage*, also listed in this section.

Whiting, Beatrice B., and Whiting, John W. *Children of Six Cultures: A Psycho-Cultural Analysis*. Cambridge, Mass.: Harvard University Press, 1974.

This book provides an anthropological and psychological perspective on the material in units 3 and 5.

Winch, Robert F., and Goodman, Louis W. *Selected Studies in Marriage and the Family*. 4th ed. New York: Holt, Rinehart and Winston, 1974.

This classic text on marriage and family research is useful primarily in the study of unit 2.

Women's Educational Press. *Women at Work: Ontario 1850-1930*. Toronto: Women's Educational Press, 1975.

This book can be used as a resource in the study of unit 1.

Zimmerman, Carl C., and Unnithan, T. *Family and Civilization in the East and the West*. Atlantic Highlands, N.J.: Humanities Press, 1976.

Zimmerman's theory of family evolution and his thesis that the family constitutes the basic social unit, influencing society and being influenced by it in turn, are the basis of this brief book. The authors compare families, past and present and in Eastern and Western cultures, with particular reference to India and the United States. This book will be useful in a study of units 1, 2, and 5.

### Organizations, Periodicals, and Pamphlets

Black Creek Pioneer Village, c/o Metropolitan Toronto and Region Conservation Authority, 5 Shoreham Drive, Downsview, Ontario M3N 1S4.

A museum composed of a number of historic buildings which have been relocated to represent a village of early Ontario. Guided tours are booked in advance. See also Upper Canada Village, listed below, and the film *Black Creek Pioneer Village* listed in the film listings for this section.

*Family Process*. 149 East 78th Street, New York, New York 10021.

This is a professional journal for therapists whose orientation is towards systems theory. The articles are related to the work of Jackson, Bateson, Watzlawick, and Satir. Most of the material is beyond the scope of secondary school students, but the paper "*The Family Interactional Perspective: A Study and Examination of the Work of Don D. Jackson*", published in the December 1977 issue, is important because it gives a history of the development of systems theory.

International Association of Family Sociology, c/o Department of Sociology, Northern Illinois University, De Kalb, Illinois 60115.

This journal is issued twice a year and publishes articles of a theoretical, methodological, and empirical nature. It also includes book reviews, comments, and news pertaining to the sociology of the family. The journal encourages cross-national, cross-cultural, and interdisciplinary studies. Canadian studies are included (e.g., "The Greek Family in Canada", and "Continuity and Change and the Process of Adjustment" in the January 1979 and June 1979 issues).

*Journal of Comparative Family Studies*. Available from James S. Frideres, Acting Editor, Department of Sociology, University of Calgary, 2500 University Drive N.W., Calgary, Alberta T2N 1N4.

This quarterly journal publishes academic research which gives a cross-cultural perspective on the family. Many issues have a specific focus. For example, the Winter 1980 issue was a special issue on the

one-parent family with Dutch, Danish, French, British, and other articles. The journal is suitable as a teacher reference or for advanced students.

*The Journal of Family History*. Available from Mrs. Ruth Jewson, National Council on Family Relations, 1219 University Avenue S.E., Minneapolis, Minnesota 55414.

An excellent source of information on recent research on the history of the family. The material includes demographic information from areas throughout the world and covers all types of families and age groups. Teaching methodology is also given.

Ontario, Ministry of Culture and Recreation, Heritage Administration Branch. *Ontario Historic Sites, Museums, Galleries and Plaques*. Available from the Ontario Government Bookstore.

This booklet outlines places of historic interest throughout Ontario. Refer also to the listings for Mika in the book listings for this section.

*Signs: Journal of Women in Culture and Society*. University of Chicago Press, 11030 Langley Avenue, Chicago, Illinois 60628.

Published quarterly, this journal provides an interdisciplinary and international "voice for scholarship about women". It contains articles in such areas as sociology, history, economics, biology, medicine, political science, law, psychology, theology, literary criticism, and aesthetics.

Upper Canada Village, c/o School Booking Clerk, P.O. Box 740, Morrisburg, Ontario K0C 1X0.

This museum, situated along the St. Lawrence Valley, is composed of several historic buildings brought together to represent a community of mid-nineteenth-century Ontario. Costumed interpreters and craftspeople bring the village to life with demonstrations of activities related to the buildings, which include a woollen mill, a cheese factory, farms, a hotel, a church, and houses representing various strata of society. An information package is distributed to teachers.

A field trip to this park is relevant to "The Canadian Family in Perspective", unit 1 on nineteenth-century Canada, and is useful in showing the family as an environment within an environment. Students of "Housing" would also benefit from this study of our heritage of housing.

The following address distributes various books and pamphlets related to Upper Canada Village and early Ontario: Manager, Village Store, Upper Canada Village, P.O. Box 740, Morrisburg, Ontario K0C 1X0.

### Films and Videotapes

In addition to the films listed in this section, many of those listed in previous sections, especially in section 2, will be useful. The creative use of film can help the student in the application of theory in all units of "The Canadian Family in Perspective". Relevant films can be located in film catalogues under the following headings: adolescence, behaviour, children,



civilization, communications, counselling, ethnic studies, history, human relations, learning, psychology, roles, sex education, teacher education, values (prejudice, discrimination, love, honesty, justice, etc.), and women.

Films made for young children can give the older student insights into many aspects of child development and socialization from the child's point of view. A few such films have been listed in this section; more can be found in catalogue listings of films intended for use by elementary or preschool children.

*An African Community: The Masai.* Bailey Films, 1970. 16 mm, colour, 16 min. Distributed by Holt, Rinehart and Winston.

This film describes the dependence on the land, the adaptation to the environment, and the family and tribal interdependence of the nomadic Masai, who live in the highlands of East Africa. It can be used to explore cultural differences.

*African Odyssey: The Red Bicycle.* Learning Corporation of America, 1971. 16 mm, colour, 13 min. Distributed by Marlin Motion Pictures.

From tribal chief, to farmer, to coffee-tester to tourist, and finally back to the village, a red bicycle from Nairobi leads us through the economic and social stratification of African life.

*African Odyssey: The Two Worlds of Musembe.* Learning Corporation of America, 1971. 16 mm, colour, 13 min. Distributed by Marlin Motion Pictures.

Eleven-year-old Musembe experiences the problems of tribalism and nationalism as his parents are expected to leave their city home and return to their village following the death of Musembe's grandfather. The film can be used to explore cultural differences.

*Allen Is My Brother.* Churchill Films, 1972. 16 mm, colour, 11 min. Distributed by Gordon Watt Films.

Karen, age seven, does not want to take care of her small brother, Allen, even after Mother asks her to help. Allen gets into mischief, and Karen realizes that she has not done her job. Gradually they begin to play together, and Karen finds that helping can be fun. The film is made for young children, but is useful in teaching older students about socialization.

*Anything You Want to Be.* Liane Brandon, 1972. 16 mm, b/w, 8 min. Distributed by Marlin Motion Pictures.

A biting satire on the social pressures that force women to compromise their individuality and intellectual goals to assume a constantly changing identity of femininity, this student-produced film can be used with the topic of socialization.

*Balablok.* National Film Board, 1972. 16 mm, colour, 7 min.

This humorous cartoon animation of the escalating conflict between the balls and the blocks has become a classic. The film is a good starting point for a discussion relating to the power of words, the way conflicts develop, and the action-reaction of systems.

See the listing for Lederer and Jackson in the book listings for section 1.

*Be a Good Boy Now* (teacher's version). TVOntario, BPN 147806. Colour, 20 min. Unlimited.

A young West Indian boy shares his last weeks in Jamaica before leaving for his new life in Canada. Rohan expresses his feelings about leaving the life he knows - his friends, his teacher, his grandmother. The film provides an opportunity for the viewer to appreciate another's culture and to see the influence of the culture on the socialization of the individual. There is a follow-up to this videotape called *Only My Best Will Do*. A teacher's guide was printed in 1978.

*Being.* Canadian Rehabilitation Council for the Disabled, 1972. 16 mm, colour, 21 min. Distributed by Marlin Motion Pictures.

This film looks into the life of a young artist who lives his life on crutches. The story revolves around his meeting a girl in the park on an idyllic summer afternoon. It is useful in relation to units 2 and 3.

*The Best Damn Fiddler From Calabogie to Kaladar.* National Film Board, 1968. 16 mm, b/w, 49 min.

This is the story of a man from an upper Ottawa Valley logging community who chooses the unfettered life and uncertain income of an itinerant bush worker, even though it means that his family lives poorly. The film is a study of the effects on family life of isolation and deprivation. Chris Wiggins and Kate Reid portray the husband and wife and Margot Kidder plays their daughter. The film relates to units 2 and 4.

*Big People, Little People.* Sterling Educational Films, 1967. 16 mm, colour, 9 min. Distributed by Marlin Motion Pictures.

This fantasy, in which children run the "Big City", is designed to encourage feelings of identity in children and to provide them with a concept of themselves as children and of their need for adults as they grow up. This children's film will teach the older student much about socialization.

*Bird of Passage.* National Film Board, 1966. 16 mm, b/w, 10 min.

A Japanese-Canadian businessman discusses his experiences during the war, when he was uprooted from the West Coast and moved inland. It relates to the topic of the twentieth century in unit 1.

*Black Creek Pioneer Village.* Moreland-Latchford Productions, 1966. 16 mm, colour, 23 min. Distributed by International Tele-Film Enterprises.

In the restored pioneer village at Black Creek, villagers in nineteenth-century dress go about the many tasks of home and farm, showing what life was like in Upper Canada before Confederation. The film relates to unit 1.

*Boomer.* National Film Board and Access Alberta, 1978. 16 mm, colour, 27 min. Distributed by National Film Board.

Economics influences this family to a great extent because the father, Gary Honig, must leave his family

to follow his occupation as a boiler-maker. The family must live in a trailer, the children do not have an opportunity to make lasting friendships, and the marriage suffers through the loneliness of separation. The film is applicable to unit 4.

*The Boy Next Door/Le Petit Voisin*. National Film Board, 1962. 16 mm, colour, 18 min.

When French-speaking Jacques moves in next door to English-speaking Jimmy, each is amazed to find that he can't talk to the other. But when they are together, language just doesn't seem important, and they soon find themselves venturing into each other's language. This older film can be used in the discussion of Canadian cultural differences in units 3 and 5.

*Buy, Buy*. Churchill Films, 1973. 16 mm, colour, 20 min. Distributed by Gordon Watt Films.

This is a wry examination of the methods and motives of the producers and agency people who make TV commercials, our most potent advertising medium. It relates to unit 4.

*Canada Between Two World Wars*. National Film Board, 1963. 16 mm, b/w, 22 min.

This old newsreel portrays Canada's history from the Armistice in 1918 to the time just prior to the Second World War. It describes the great economic boom, the growth of nationalism and industry, the prosperous years, and the years of depression. This film provides historical background for the study of the family in early twentieth-century Canada (unit 1).

*Charley Squash Goes to Town*. National Film Board, 1969. 16 mm, colour, 5 min.

This is a satirical, animated film that in a gentle, restrained way rejects the idea that it is necessary for Indian boys and girls to follow the advice of well-meaning Indians and whites to work hard in school and be like everyone else in society. The film is largely the work of Duke Redbird, a Cree from Orillia, Ontario. It relates to the topic of differences in cultural values, units 3 and 5.

Children Growing Up: Five Plus Series. British Broadcasting Corporation, 1972.

- *Here Comes the Judge*. 16 mm, colour, 25 min.

The development of moral judgement is related to intellectual development. Through improvised drama infants, juniors, and adolescents are introduced to a moral dilemma, and their changing attitudes are explored. The film relates to unit 3.

- *Home and Away*. 16 mm, colour, 26 min.

The most important event in the life of most five-year-olds is starting school. It is not always an easy step, and some children are disturbed by it. This program shows some of those who take it in their stride and some who need help. The film relates to unit 3.

- *How Far, How Soon*. 16 mm, colour, 25 min.

This film covers the range and pattern of normal physical development and, where possible, relates this to emotional changes that occur. The fact that children of the same chronological age may vary enormously in their true maturity has implications

for school assessment, relationships, and early choice of future careers. The film relates to unit 3.

- *Mother and Child*. 16 mm, colour, 30 min.

This film describes the important role of the mother in the early, formative years of a child's life. It presents typical scenes of family life and shows the effect on a child of separation from his/her parents. The film relates to unit 3.

Children Thinking Series. British Broadcasting Corporation.

- *'Cos It's Naughty*. 1968. 16 mm, b/w, 30 min. Available for rent only.

How do children begin to understand the framework of "good and naughty" imposed on them by adults? This film relates to unit 3.

- *The Moon Follows Me*. 1968. 16 mm, b/w, 30 min. Available for rent only.

Children are dominated by their senses and are only able to conceive of their own viewpoint. This film relates to unit 3.

- *Playing the Game*. 1971. 16 mm, b/w, 30 min.

How does a child understand the meaning and value of rules? This film relates to unit 3.

*Child of the Universe*. Laura Rosenberg, 1972. 16 mm, colour, 20 min. Distributed by International Tele-Film Enterprises.

This film depicts the dilemmas and challenges for young children in urban society. The film shows how a day-care service can help to encourage the growth of personality and character on an individual basis, not by supplanting parenthood, but by becoming part of it. The film relates to unit 3.

*Choosing Up*. Encyclopaedia Britannica Films, 1969. 16 mm, colour, 7 min. Distributed by Visual Education Centre.

The children in this film choose up for many different games in many different ways, with each game being shown in a delightful, speeded-up version. The film provides a variety of discussion topics. It was made for young children but is very useful for a study of socialization.

*Civilization* (compilation program). British Broadcasting Corporation, 1970. 16 mm, colour, 50 min.

This fifty-minute version of Sir Kenneth Clark's TV series on the history of Western civilization can help establish the historical setting in which the family of the era can be studied in unit 1.

*Claude*. Pyramid Films, 1968. 16 mm, colour, 3 min. Distributed by International Tele-Film Enterprises.

The contents of this animated film may well be the secret dream (at one time or another) of everyone who was ever a child and had a modicum of imagination. The film relates to unit 3 on socialization.

*Cognitive Development*. CRM Productions, 1973. 16 mm, colour, 20 min. Distributed by McGraw-Hill Ryerson.

This film uses animation to explain Piaget's theory of cognitive development and live action to examine



Engelmann's behaviourist view of intellectual development. It relates to unit 3 on socialization.

*Cree Hunters of Mistassini*. National Film Board, 1974. 16 mm, colour, 58 min.

During the winters the Cree Indian people of Mistassini have always gone to the bush of the James Bay and Ungava Bay areas to hunt. The building of the winter camp, the hunting, the relationship of the people to the land, and the rhythms of Cree family life are shown. The film demonstrates the belief in ecological principles that are the basis of Cree values. It can be used with unit 5.

*The Day That Sang and Cried*. Centron Educational Films, 1968. 16 mm, colour, 28 min. Distributed by Magic Lantern Film Distributors.

Slow-motion photography, flashbacks, and contemporary rock music are used to portray a day in the life of a teenage boy. The film reveals the boy's thoughts and conveys his search for identity. It relates to unit 3.

*Drylanders*. National Film Board, 1964. 16 mm, b/w, 69 min.

This film describes the settling of the Canadian prairies in 1907, telling the story of a family that settled there. It shows the hardships that the settlers faced, including drought and blizzards. It can be used with unit 1.

*Early Victorian England and Charles Dickens*. Encyclopaedia Britannica Films, 1969. 16 mm, colour, 35 min. Distributed by Visual Education Centre.

This film examines Victorian England, with its startling contrasts of morality and hypocrisy, splendour and squalor, prosperity and poverty. The film relates to unit 1.

*The Early Years*. British Broadcasting Corporation, 1968. 16 mm, b/w, 30 min.

Prominent child psychologists discuss the early years of childhood and the important stages of that period for intellectual, emotional, and physical growth. The film relates to unit 3.

*The Early Years*. The Human Journey. CTV Television Network, 1970. 16 mm, colour, 50 min.

This penetrating look at new research into the relatively unknown intellectual abilities of children from birth to five years of age confirms that children are vastly more capable than had previously been thought. The film relates to unit 3.

*Emotional Development: Aggression*. CRM Productions, 1973. 16 mm, colour, 20 min. Distributed by McGraw-Hill Ryerson.

Aggressive skills are examined in terms of how they are learned, when they are used, and how they are maintained. A filmed sequence of aggression and counter-aggression is shown and then analysed. The changing of aggressive skills, either through teaching alternatives or by ignoring them, is then discussed. The film relates to units 2 and 3.

*Everybody Rides the Carousel*. Pyramid Films, 1975. 16 mm, colour, 72 min (3 reels of 24 min each). Distributed by International Tele-Film Enterprises.

This is a superb film designed to illustrate Erikson's conception of the life cycle. Part 1 includes "The Newborn" (trust and mistrust), "Toddlers" (autonomy/shame and doubt), and "Childhood" (initiative and guilt). Part 2 contains "School" (competence and inferiority), "Adolescence" (search for identity - leadership/dreamer), and "Young Adulthood" (intimacy, love, friendship/loneliness, isolation). Part 3 deals with "Grown Ups" (caring for the next generation/stagnation) and "Old Age" (integrity/despair and acceptance of death).

This film has one of the most beautiful watercolour animations ever made. The quality of the production will hold the students' interest and give them a memorable experience. However, the highly sophisticated nature of the film requires that the teacher preview it well in advance and allot adequate classroom time for discussion.

*The Fable of He and She*. Learning Corporation of America, 1975. 16 mm, colour, 12 min. Distributed by Marlin Motion Pictures. Also available for loan from the Ontario Ministry of Labour, Women's Bureau.

This animated film by Eliot Noyes, Jr., gently challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression. It relates to unit 3.

*The Family*. The Human Journey. CTV Television Network, 1972. 16 mm, colour, 50 min.

This in-depth look at the changing role of the family in today's society shows how we can work to combat the tensions within the family.

*Family Life in Japan: Remember I'm Me*. McGraw-Hill Films and George Stoney Productions, 1969. 16 mm, colour, 10 min. Distributed by McGraw-Hill Ryerson.

Focusing on two sisters in an urban Japanese family, this film shows how the traditional and modern ways of the Japanese people can be combined to make a pleasant and productive existence. Students will see how and where the sisters live, how they dress, their religion, their schooling, and the games they enjoy. Throughout the film emphasis is given to one sister's struggle for identity. Most students can easily empathize with her in this situation. The film relates to unit 5.

*First Friends*. International Film Bureau, 1973. 16 mm, colour, 22 min. Distributed by Marlin Motion Pictures.

This film shows how a child becomes part of a group. Youngsters play together and reveal a wide range of feelings, attitudes, and behaviours. Development is shown as related to changes of mind and body, which lead to a sense of self-mastery and independence. Social interaction is stressed; affection, aggression, and problem-sharing come into focus. The film relates to unit 3.

*Flim: A Very Important Person.* Swedish Institute, 1969. 16 mm, colour, 19 min. Distributed by Marlin Motion Pictures.

Flim is an ordinary consumer in a market where billions are spent on advertising. Everyone competes to make him happy, happier, happiest. But when his urge to buy wanes, he loses his VIP status and sees himself as another consumer object, to be used and then scrapped. The film relates to unit 4.

*Follow Me.* Magic Moments Series. Encyclopaedia Britannica Educational Films, 1969. 16 mm, colour, 6 min. Distributed by Visual Education Centre.

This film shows children playing follow-the-leader through the streets of their neighbourhood and through a playground. Follow-the-leader is a rewarding game to talk about, since it involves children first in following and then in being barred from the game for not following exactly. *Follow Me* will spark lively and profitable discussions about how it feels to be both a leader and a follower. The film relates to unit 3.

*Four Families*, parts I and II. National Film Board, 1959. 16 mm, b/w, 59 min. Also available for loan from the Ontario Ministry of Health.

This film compares child-rearing practices by focusing on a year-old baby in the family of a farmer of average means in four different countries. Part I deals with India and France, part II with Japan and Canada. The film relates to unit 5.

*The Friendly Fifties and the Sinister Sixties (1850-1863).* National Film Board, 1968. 16 mm, b/w, 58 min.

This is a synopsis of the course of relations among Great Britain, Canada, and the North and the South in the United States before and during the American civil war. It can help establish the historical setting in which the family of the era can be studied in unit 1.

*Friends and Neighbours.* Sterling Educational Films, 1969. 16 mm, colour, 8 min. Distributed by Marlin Motion Pictures.

It is often easy to take advantage of the weak and gullible and to ignore social responsibility. Learning to live together, to act on more than mere courtesy, is the subject of this film. It relates to units 2 and 3.

*Geronimo Jones.* The Many Americans. Learning Corporation of America, 1970. 16 mm, colour, 21 min. Distributed by Marlin Motion Pictures.

In this story of a modern Indian youngster's emotional conflict in a white society, Geronimo is caught between the traditional stories of his grandfather and the future his schooling is preparing him to face.

*The Glob Family.* Learning Corporation of America, 1970. 16 mm, colour, 8 min. Distributed by Marlin Motion Pictures.

Take a couple of formless globs, add a talented animator, mix with a gentle human theme, and the result is a cast of easily recognizable characters. Like much children's art, the film reduces complexity to basic shapes. It relates to relationships in unit 2.

*Good Day Care: One Out of Ten.* Good News Production, 1978. 16 mm, colour, 30 min. Distributed by Development Education Centre. Also available for loan from Ontario Ministry of Labour, Women's Bureau.

From the start day care has been an emergency service in Canada. Less than one out of ten children in Canada whose mothers work out of the home are in supervised day care. This film shows the necessity for some mothers to work and makes a plea for good day care regardless of the parents' financial situation. The history of the low status of day care is illustrated through the use of historic photographs.

Three day-care centres in Toronto are used to illustrate three approaches that are acceptable for the well-being of the child, and the film points out suggestions for changing the day-care situation. This film might be used in relation to Bronfenbrenner's film *A Child's Place*, described under the Parents and Children Series in this section.

*Good Goodies.* Stephen Bosustow, 1971. 16 mm, colour, 5 min. Distributed by International Tele-Film Enterprises.

This animated film shows the competition between two candy wagons. One finally collapses because of the extra burden of competition. The film relates to unit 4.

*Great Grand Mother.* Filmwest, 1975. 16 mm, colour, 29 min. Distributed by National Film Board.

Elderly women recall their lives as pioneers who settled the prairies. The film uses letters and photographs to show the life cycle as it was spent in coping with a harsh environment. See also the listing for the book by Rasmussen in this section.

*The Growing Child.* British Broadcasting Corporation, 1972. 16 mm, b/w, 30 min.

Several different play groups are shown, with each one illustrating important development through play. The film shows how play activities are a good preparation for adjustment to the classroom. It relates to unit 3.

*Here Is Canada.* National Film Board (for Department of External Affairs), 1972. 16 mm, colour, 28 min.

This overview of Canada and Canadians displays cultural, economic, and environmental lifestyles. The film provides historical background for the study of the family in early-twentieth-century Canada, units 1 and 2.

*How Close Can You Get?* Churchill Films, 1971. 16 mm, colour, 10 min. Distributed by Gordon Watt Films.

In this open-ended film a group of young people discusses marriage, involvement, and sacrifice, and questions what to expect from another person in a relationship. The film relates to units 2 and 3.



*In Conversation With ... Dr. Burton L. White.* Reading '75 York University Series. TVOntario, BPN 127504. Colour, 25 min. Unlimited.

Dr. White speaks of the preschool project at Harvard and of the importance of early childhood and of day-care centres. Social learning and intellectual learning are of equal importance and are interrelated. The role of the parent is seen as essential in developing these skills.

This tape was produced at the York University Reading Conference and has a simple interview format. However, White's presence and the information he gives places the production into a superior category. This tape would have to be introduced to students after the development of an understanding of the basic concepts of socialization in order for them to benefit from all of the information that Dr. White gives. See also the listing for the book by Dr. White in section 2.

*The Italian in Transition.* Ontario Institute for Studies in Education, 1973. 16 mm, colour, 26 min. Distributed by International Tele-Film Enterprises.

This is the story of a painful change. In Italy the child and his/her parents are happy in a life and a school system that they understand. But the New World beckons, and they come to Canada, where a strange language and strange customs throw up formidable barriers. The film relates to units 2 and 3.

*Jack and the Beanstalk.* Lotte Reiniger, 1954. 16 mm, colour, 12 min. Distributed by Carman Educational Associates.

Jack's adventures begin when he is sent off to market by his mother to sell their only pig; this is an expansion of the fairy tale. The film relates to values, unit 4.

*Learning Is Observing.* Bradley Wright Films, 1971. 16 mm, colour, 20 min. Distributed by Marlin Motion Pictures.

This film demonstrates the teaching of the use of the five senses. It relates to unit 3.

*Legault's Place.* National Film Board, 1964. 16 mm, b/w, 10 min.

This is the story of an elderly man and his aging cabin in a new suburb of Montreal. At one time the cabin was surrounded by fields and woods, but eventually the city grew around it. Legault's place became an eyesore. What happens when the old man is finally persuaded to sell makes a warm and gently humorous story. The film relates to units 2, 3, and 4.

*Legend Days Are Over.* Pyramid Films, 1973. 16 mm, colour, 5 min. Distributed by International Tele-Film Enterprises.

This animated film presents various aspects of the life of the American Indian, conveying the human impact of the cultural change from the world of legend to modern life. The film relates to unit 5.

*Life in a Medieval Town.* Coronet Instructional Media, 1965. 16 mm, colour, 16 min.

This film presents a detailed picture of daily life in medieval times and provides a background for understanding the influence of trade and the role of the merchant and craft guilds in the rise of towns in Europe. It relates to unit 1.

*Medieval England: The Peasants' Revolt.* Western Civilization: Majesty and Madness. Learning Corporation of America, 1970. 16 mm, colour, 27 min. Distributed by Marlin Motion Pictures.

This film deals with the causes and effects of the Peasants' Revolt of 1381. When the revolt was quashed, it signalled the beginning of the end of feudalism. The film provides historical background for the study of the family in early-twentieth-century Canada, unit 1.

*The Mountains.* Canada: Five Portraits. CTV Television Network, 1973. 16 mm, colour, 15 min.

This is a study of the harsh and often hostile environment of the mountain ranges of British Columbia and its effect, both economic and political, on the character of the people who live there. It relates to unit 2.

*The Netsilik Eskimo Today.* National Film Board and Education Development Centre, 1972. 16 mm, colour, 18 min. Distributed by National Film Board.

This film shows Inuit culture and lifestyle in the early 1970s, using flashbacks to reveal differences between today and the past. It relates to unit 5.

*The Newcomers Series.* Imperial Oil, 1979-80.

This series of films is designed to recreate the experiences of actual immigrants at various times in Canada's past. The films and related study sheets with bibliographies are available from Mrs. Jane Huston, Imperial Oil Ltd., 1 Duncan Mill Road, Don Mills, Ontario M3B 1Z2. See also the listings for the books by Israel and Canada, Multicultural Directorate, in this section of the resource list.

- *Prologue.* 16 mm, colour, 55 min. A story of the Tsimshian people of the Pacific coast.
- *1740.* 16 mm, colour, 55 min. The film focuses on the settlement of New France.
- *1832.* 16 mm, colour, 55 min. A Scot leaves the Highlands to make a new life in Canada.
- *1847.* 16 mm, colour, 55 min. Irish immigrants suffer the brutal sea voyage and discrimination and poverty in Canada.
- *1911.* 16 mm, colour, 55 min. A Danish family settles in New Brunswick.
- *1927.* 16 mm, colour, 55 min. Ukrainian immigrants homestead in Manitoba at the time of the Great Depression.
- *1978.* 16 mm, colour, 55 min. An Italian immigrant starts a grocery business in Toronto.

*No Reason to Stay.* National Film Board, 1966. 16 mm, b/w, 28 min.

This film about the school dropout and what he/she drops out from takes a deliberately biased look at the educational system and how it fails, if it does, to

give young people the preparation they need for adult life. It relates to unit 3. An interesting departure from the film would be to discuss how values have changed.

*Organisation.* British Broadcasting Corporation, 1970. 16 mm, b/w, 30 min.

This film gives an overall organizational plan for a children's play group, and considers how to choose the best facilities for a play group, how to estimate costs, what qualities to look for in a supervisor, and the desired ratio of supervisors to children. It relates to unit 3.

*Overture Nyitany.* Contemporary Films, 1965.

16 mm, colour, 19 min. Not available commercially.

This fascinating micro-photographic look into the living tissues of a chicken embryo is set to music. The film, which won an award at the Cannes Film Festival, shows in an unusual way the process of an egg hatching and elicits feelings of awe at the wonder of human birth. It relates to the study of values.

*Paper Boy.* National Film Board, 1971. 16 mm, b/w, 14 min.

This film study of an angry boy who delivers newspapers is set in the inner city of apartments, corner restaurants, and rooming houses. These are on the boy's route. They constitute his world, the human condition in which he must find his way. There is no commentary with the film, but watching the boy reveals a great deal about him and about the rebellion he feels. This character, convincingly acted, may provide substance for a discussion of the big-city environment that can breed cynicism and delinquency in the young. The film relates to units 2, 3, and 4.

*Parents and Children Series.* British Broadcasting Corporation, 1975.

In this series of films Urie Bronfenbrenner presents a personal view of childhood in four societies - China, Sweden, the Soviet Union, and Israel. The films were written for the British audience and show England as well. Each film highlights certain concepts of child development; all of the films are important in showing that the socialization of the child reflects the cultural context. See also the listing for Bronfenbrenner's book in the book listings for this section.

- *A Child's Place.* 16 mm, colour, 25 min.

The type of day care a society provides for its young children is a reflection of the way the society thinks of the children and an indication of the type of adult the society wishes to produce. The four societies considered in the film have the state firmly involved in day care. Urie Bronfenbrenner points out some of the factors that make an environment rich for children and concludes that a home environment is best. The film is rich with material for discussion (e.g., the importance of day care, spontaneity, a child-centred environment).

- *Goals for the Future.* 16 mm, colour, 25 min.

Intended to be a summation of the five films in this series, the film focuses on Britain and does not have as much relevance for students here as the other films in the series. Bronfenbrenner does not

see that any of the systems described in the series provides for the needs of children as much as desired and makes suggestions for change. The film points out that the absence of models and the isolation from other age groups results in a peer culture and the development of street gangs.

- *Mummy, Daddy, Lenin and Mao.* 16 mm, colour, 25 min.

Urie Bronfenbrenner stresses the importance of models in the socialization of children and introduces us to the process of providing models in the four cultures sampled. In Israel the system permits fathers to assume a nurturing role for their children. Both Swedish and Israeli kibbutzim are moving towards more egalitarian masculine and feminine roles. China and the Soviet Union deliberately provide models that are known by all children (e.g., Chairman Mao), but all of the important role models are masculine.

- *Part-Time Parent: Full-Time Job.* 16 mm, colour, 25 min.

Permeability between the work and school environment is the focus of this film, which is drawn from three cultures - Sweden, Israel, and England. Urie Bronfenbrenner advocates an interchange that permits the child to make a meaningful contribution to the parent's work and allows the parent to become a frequent visitor to the child's school. Documentaries of specific families illustrate this.

This film presents other material for class discussion: the demonstration of affection between father and son, the degree of cognitive ability of students involved in the parent's world, and the sharing of the caretaking roles of parents.

- *What Did You Learn in School Today?* 16 mm, colour, 25 min.

This film focuses on the school systems of the four countries and investigates the amount of conformity and individuality permitted in each. Urie Bronfenbrenner advocates a greater degree of permeability between the school and work institutions.

*Playing Together.* British Broadcasting Corporation, 1968. 16 mm, b/w, 30 min.

Three- and four-year-old children are shown playing in different situations at a nursery school, exhibiting their physical confidence and intellectual curiosity. The film demonstrates their need for materials to develop their senses and also shows their difficulties in co-operative play. It relates to unit 3.

*The Prairies.* Canada: Five Portraits. CTV Television Network, 1973. 16 mm, colour, 50 min.

This film examines how the prairie people are trapped by their geography and why some radical political movements have originated on the Prairies. It relates to unit 1.

*The Purse.* National Film Board, 1966. 16 mm, b/w, 12 min.

This is a provocative film about conscience, or the lack of it. An elderly woman "finds" a purse on a bus. She takes it home and discovers it contains some money. The woman who lost the purse collects



insurance. The film relates to the discussion of values, units 2, 3, and 4.

*A Question of Identity: War of 1812.* National Film Board, 1966. 16 mm, b/w, 28 min.

This drama reveals the issues of the War of 1812. It describes the split loyalties of some of the Upper Canada farmers and their reluctance to enter into war against the Americans in 1812, the forces that finally led them to rally to the British cause, the victory of General Brock at Fort Detroit, and the emerging sense of a separate Canadian identity. The film provides historical background for the study of the family in early-nineteenth-century Canada, unit 1.

*The Red Dress.* National Film Board, 1978. 16 mm, colour, 28 min.

This is the story of an Indian family's struggle to maintain their old traditions and to survive in the white people's world. Kelly, the father, cannot make a living through hunting and does not think it is right to work for the government. Theresa, his daughter, desires a red dress which she thinks will give her strength, but to her father the dress represents other values. This film is important in the study of unit 5.

*A Rock in the Road.* Bailey Films, 1968. 16 mm, colour, 6 min. Distributed by Holt, Rinehart and Winston.

This animated film is designed to stimulate discussion of an individual's responsibility to others in society. The actions of four men who trip over a rock are portrayed. The film relates to the study of values, unit 2.

Searching for Values Series. Learning Corporation of America, 1972. Distributed by Marlin Motion Pictures.

- *The Dehumanizing City ... and Hymie Schultz.* 16 mm, colour, 14 min.

The individual struggles against bureaucracy.

This film is derived from *The Tiger Makes Out*, starring Eli Wallach. Its theme is the conflict of the modern individual with today's complex bureaucratic systems. It relates to unit 4.

- *I Who Am, Who Am I.* 16 mm, colour, 17 min.

The film examines a man who has lost the external symbols of his life and finds that he has to look elsewhere for his identity. It relates to searching for values, unit 3.

- *When Parents Grow Old.* 16 mm, colour, 15 min.

This film deals with the problem of responsibility to aging parents, society's treatment of the elderly, an understanding and acceptance of the aging process as a part of the human condition, duty to oneself versus duty to others, the limits of compassion, and the disappearance of the extended family.

Edited from the motion picture *I Never Sang for My Father*, the film relates to units 2 and 3.

*The Shakers.* Tom Davenport, 1974. 16 mm, colour, 29 min. Distributed by Omega Films.

The growth and decline of communal living among the Shakers is portrayed in this film, which relates to units 1 and 2.

*Step by Step.* Pyramid Films, 1979. 16 mm, colour, 9 min. Distributed by International Tele-Film Enterprises.

This provocative watercolour animation was produced by Faith Hubley for the International Year of the Child. It focuses on the rights of children and shows some of the historical and contemporary abuse of children. It should stimulate students to think in a very positive and reflective manner in regard to their roles in meeting the needs of all children.

*The String Bean.* McGraw-Hill Films, 1964. 16 mm, b/w, 17 min. Distributed by McGraw-Hill Ryerson.

A wispy, elderly Parisian woman cultivates a potted stringbean plant with a devotion akin to love. Concerned with the future of the plant, she surreptitiously plants it in a row of blossoming white shrubs in the Jardin de Tuileries, which she visits daily. The ultimate fate of the plant, and the act of faith and optimism of its guardian, form the slender narrative thread of this wordless film poem. The film relates to the study of values, units 2, 3, and 4.

*Sylvia, Fran and Joy.* Churchill Films, 1973. 16 mm, b/w, 25 min. Distributed by Gordon Watt Films.

Three young women voice their feelings about the role of wife-mother-housekeeper: Sylvia, who shares domestic responsibilities with her husband; Fran, in transition; and Joy, the traditionalist. The film relates to units 2 and 3.

*Teach Me How, I Can Do It Myself.* International Film Bureau, 1971. 16 mm, colour, 29 min. Distributed by Marlin Motion Pictures.

This film documents the philosophy and practices of the Montessori method of elementary education. Scenes were photographed at a Montessori Kindergarten and at a public elementary Montessori school in the Netherlands. The film makes clear that the Montessori method is a total way of life, which involves the child, the parents, and the teachers. The film can be used in a study of unit 3 to compare the Montessori method with other methods of education.

*The Things I Cannot Change.* National Film Board, 1966. 16 mm, b/w, 56 min.

This film is considered to be the forerunner to the "Challenge for Change" program. It is a look at a family in trouble, as seen from the inside. Sequences include trouble with the police, the begging for stale bread at a convent, the birth of another child, and an explanation of the family's predicament by the father. Although filmed in Montreal, this is an anatomy of poverty as it occurs in North America and as it is seen by a camera that becomes part of the family's life for several weeks. The film relates to units 2 and 4.

*Toys.* National Film Board, 1966. 16 mm, colour, 8 min.

This film has no commentary, but its message is clear: war toys do not necessarily make warriors, but it is possible that they do give a false glamour to the deadly pursuit. The film relates to the study of values, unit 3.

*Turn of the Century*. National Film Board, 1964. 16 mm, b/w, 28 min.

This film uses photographs and fragments of silent movies to present a chronicle of life at the end of the nineteenth and the beginning of the twentieth century. Events, inventions, and achievements up to 1913 are reviewed. The film relates to unit 1.

*Up Is Down*. Pyramid Films, 1969. 16 mm, colour, 6 min. Distributed by International Tele-Film Enterprises.

This is an animated fable about a boy who walks on his hands and who not only looks different, but also sees things differently. It presents a direct treatment of some of the most central themes of our times: tolerance, conformity, and conflicts between a person and his/her society and between one generation and another. The film provides historical background for the study of the family in early-twentieth-century Canada, unit 1.

### Multi-Media Materials

*The Eight Stages of Human Life*, Part 1: *Prenatal to Late Childhood*; Part 2: *Adolescence to Old Age*. Human Relations Media. Filmstrip, audio cassette. Available from 175 Tompkins Avenue, Pleasantville, New York 10570.

This program provides a picture of Erikson's eight stages of life, integrating related concepts of Freud, Piaget, and Kohlberg. Review questions, discussion questions, a bibliography, and suggested activities are included. Refer also to the film listing for *Everybody Rides the Carousel* in this section of the resource list.

*Historic Photographs*. Union Label Department, ILGWU (International Ladies' Garment Workers' Union), 1710 Broadway, New York, New York 10019.

Housing and working conditions of women and children of the garment industry in New York City at the turn of the century are shown in a series of four posters made from historic photographs. The posters can be used in conjunction with the historical background of the North American family.

*These Old Ones: Growing Old in China and Canada*. Development Education in Action, 1976. Slides, audiotape. 28 min.

This montage, designed to question stereotypes about aging, contrasts historical and modern China with Canada from the 1800s to the present.

*The Voice of the Pioneer*. Canadian Broadcasting Corporation, ongoing radio show (no tapes available).

These broadcasts of interviews of seniors by Bill McNeil are broadcast on Sunday morning. The time varies with the station. See the annotation of McNeil's book in the book listings for this section.



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200 First Avenue  
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Greenwich, Connecticut 06830
- Oxford University Press  
70 Wynford Drive  
Don Mills, Ontario  
M3C 1J9



Penguin Books Canada Limited  
2801 John Street  
Markham, Ontario  
L3R 1B4

J.C. Penney Company  
Consumer Education Services  
P.O. Box 2811  
New York, New York 10001

Plenum Publishing Corp.  
(See Renouf Publishing Co. Ltd.)

PMB Industries Ltd.  
1220 Ellesmere Road, Unit #17  
Scarborough, Ontario  
M1P 2X5

Prentice-Hall Canada Inc.  
1870 Birchmount Road  
Scarborough, Ontario  
M1P 2J7

Psycan Limited  
101 Amber Street  
Markham, Ontario  
L3R 3B2

Random House of Canada Limited  
5390 Ambler Drive  
Mississauga, Ontario  
L4W 1Y7

The Reader's Digest Association (Canada) Ltd.  
215 Redfern Avenue  
Montreal, Quebec  
H3Z 2V9

Renouf Publishing Co. Ltd.  
211 Yonge Street  
Toronto, Ontario  
M5B 1N3

W.B. Saunders Co. Canada Ltd.  
1 Goldthorne Avenue  
Toronto, Ontario  
M8Z 5T9

Sage Publications, Inc.  
275 S. Beverly Drive  
Beverly Hills, California 90212

Scott, Foresman and Company  
(See Gage Publishing Limited.)

Charles Scribner's Sons  
(See John Wiley and Sons Canada Limited.)

TVOntario, Publications  
P.O. Box 200, Station Q  
Toronto, Ontario  
M4T 2T1

University of Chicago Press  
(See International Press Publications.)

University of Toronto Press  
5201 Dufferin Street  
University of Toronto  
Downsview, Ontario  
M3H 5T8

Van Nostrand Reinhold Ltd.  
1410 Birchmount Road  
Scarborough, Ontario  
M1P 2E7

John Wiley and Sons Canada Ltd.  
22 Worcester Road  
Rexdale, Ontario  
M9W 1L1

Women's Educational Press  
280 Bloor Street West  
Suite 313  
Toronto, Ontario  
M5S 1W1

Yale University Press  
92-A Yale Station  
New Haven, Connecticut 06520

## Audio-Visual Suppliers

American Home Economics Association  
2010 Massachusetts Avenue N.W.  
Washington, D.C. 20036

Association Films Ltd.  
333 Adelaide Street West  
Toronto, Ontario  
M5V 1R6

Atlantis Films Ltd.  
449 Church Street  
Toronto, Ontario  
M4Y 2C5

Audio Visual Resource Center  
8 Research Park  
Cornell University  
Ithaca, New York 14850

British Broadcasting Corporation  
Manulife Centre  
Suite 1220  
55 Bloor Street West  
Toronto, Ontario  
M4W 1A5

Butterick Publishing  
Box 4001, Terminal A  
Toronto, Ontario  
M4Y 1H9

CTV Television Network Ltd.  
42 Charles Street East  
Toronto, Ontario  
M4Y 1T5

CUSO Public Affairs  
151 Slater Street  
Ottawa, Ontario  
K1P 5H5

Canada: Consumer and Corporate Affairs  
Consumer Services  
25 St. Clair Avenue East  
Toronto, Ontario  
M4T 1M2

Canada: Health and Welfare Canada  
Health Protection Branch  
2301 Midland Avenue  
Scarborough, Ontario  
M1P 4R7

Canada Mortgage and Housing Corporation  
National Office  
4 Montreal Road  
Ottawa, Ontario  
K1A 0P7

Canada Mortgage and Housing Corporation  
Ontario Regional Office  
2255 Sheppard Avenue East  
Suite 222E  
Willowdale, Ontario  
M2J 1W7

Canadian Film Institute  
1762 Carling Avenue  
Ottawa, Ontario  
K2A 2H7

Canadian Film-Maker's Distribution Centre  
144 Front Street West  
Suite 430  
Toronto, Ontario  
M5J 1G2

Canadian Learning Company  
Suite 338, 67 Mowat Avenue  
Toronto, Ontario  
M6K 3E3

Canadian Public Health Association  
Suite 210, 1335 Carling Avenue  
Ottawa, Ontario  
K1Z 8N8

Carman Educational Associates, Ltd.  
8074-A Islington Avenue  
Woodbridge, Ontario  
L4L 1W5

CBC Merchandising  
Canadian Broadcasting Corporation  
P.O. Box 500, Station A  
Toronto, Ontario  
M5W 1E6

Childbirth Education Association, Toronto  
33 Price Street  
Toronto, Ontario  
M4W 1Z2

Coronet Instructional Media Ltd.  
200 Steelcase Road East  
Markham, Ontario  
L3R 1G2

Development Education Centre  
121A Avenue Road  
Toronto, Ontario  
M5R 2G3

Educational Film Dist. Ltd.  
c/o Moyer Vico Corp.  
25 Milvan Drive  
Weston, Ontario  
M9L 1Z1

Encyclopaedia Britannica Publications Ltd.  
Suite 1100, 2 Bloor Street West  
Toronto, Ontario  
M4W 3J1

Film Library, Family Studies  
Sheridan College, Trafalgar Road  
Oakville, Ontario

Holt, Rinehart and Winston of Canada Ltd.  
55 Horner Avenue  
Toronto, Ontario  
M8Z 4X6

HUDAC Communications Department  
10th Floor, 15 Toronto Street  
Toronto, Ontario  
M5C 2E3

International Tele-Film Enterprises Ltd.  
47 Densley Avenue  
Toronto, Ontario  
M6M 5A8

McGraw-Hill (CRM)  
c/o Association Films Ltd.  
333 Adelaide Street West  
Toronto, Ontario  
M5V 1R6

McIntyre Educational Media Ltd.  
30 Kelfield Street  
Rexdale, Ontario  
M9W 5A2

Magic Lantern Film Distributors  
872 Winston Churchill Boulevard  
Oakville, Ontario  
L6J 4Z2

Marlin Motion Pictures  
47 Lakeshore Road East  
Mississauga, Ontario  
L5G 1C9

Mobius Productions Ltd.  
290 Palmerston Avenue  
Toronto, Ontario  
M6J 2J4

Modern Talking Picture Service  
Free Loan Films  
143 Sparks Avenue  
Willowdale, Ontario  
M2H 2S5

National Film Board  
Regional Office  
1 Lombard Street  
Toronto, Ontario  
M5C 1J6

National Institute on Mental Retardation  
Kinsmen NIMR Building  
York University Campus  
4700 Keele Street  
Downsview, Ontario  
M3J 1P3

Novalis-Select  
P.O. Box 998  
211 Lakeshore Road East  
Oakville, Ontario  
L6J 5E8

Omega Films Ltd.  
133 Manville Road  
Unit 19  
Scarborough, Ontario  
M1L 4J7

Ontario: Ministry of Consumer and  
Commercial Relations  
Consumer Information Centre  
Main Floor, 555 Yonge Street  
Toronto, Ontario  
M7A 2H6

Ontario: Ministry of Health  
Film Library  
c/o City Film Distribution Co. Ltd.  
376 Wellington Street West  
Toronto, Ontario  
M5V 1E3

Ontario: Ministry of Housing  
Communications Branch  
Ministry of Housing  
2nd Floor, 56 Wellesley Street West  
Toronto, Ontario  
M7A 2K4  
(See also Association Films Ltd.)

Ontario: Ministry of Labour  
Women's Bureau  
400 University Avenue  
Toronto, Ontario  
M7A 1T7

J.C. Penney Company  
Consumer Education Services  
P.O. Box 2811  
New York, New York 10001

Playing With Time, Inc.  
935 Queen Street East  
Toronto, Ontario  
M4M 1J6

Psycan Limited  
101 Amber Street  
Markham, Ontario  
L3R 3B2

Ryerson Media Centre  
50 Gould Street  
Toronto, Ontario  
M5B 1E8

TVOntario Central Order Desk  
Box 200, Station Q  
Toronto, Ontario  
M4T 2T1

Viking Films  
151 Esna Park Drive, Unit 9  
Markham, Ontario  
L3R 3B1

Visual Education Centre  
75 Horner Avenue  
Toronto, Ontario  
M8Z 4X5

Gordon Watt Films Inc.  
4049 Sheppard Avenue East  
Agincourt, Ontario  
M1S 1S8





